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NEA Today

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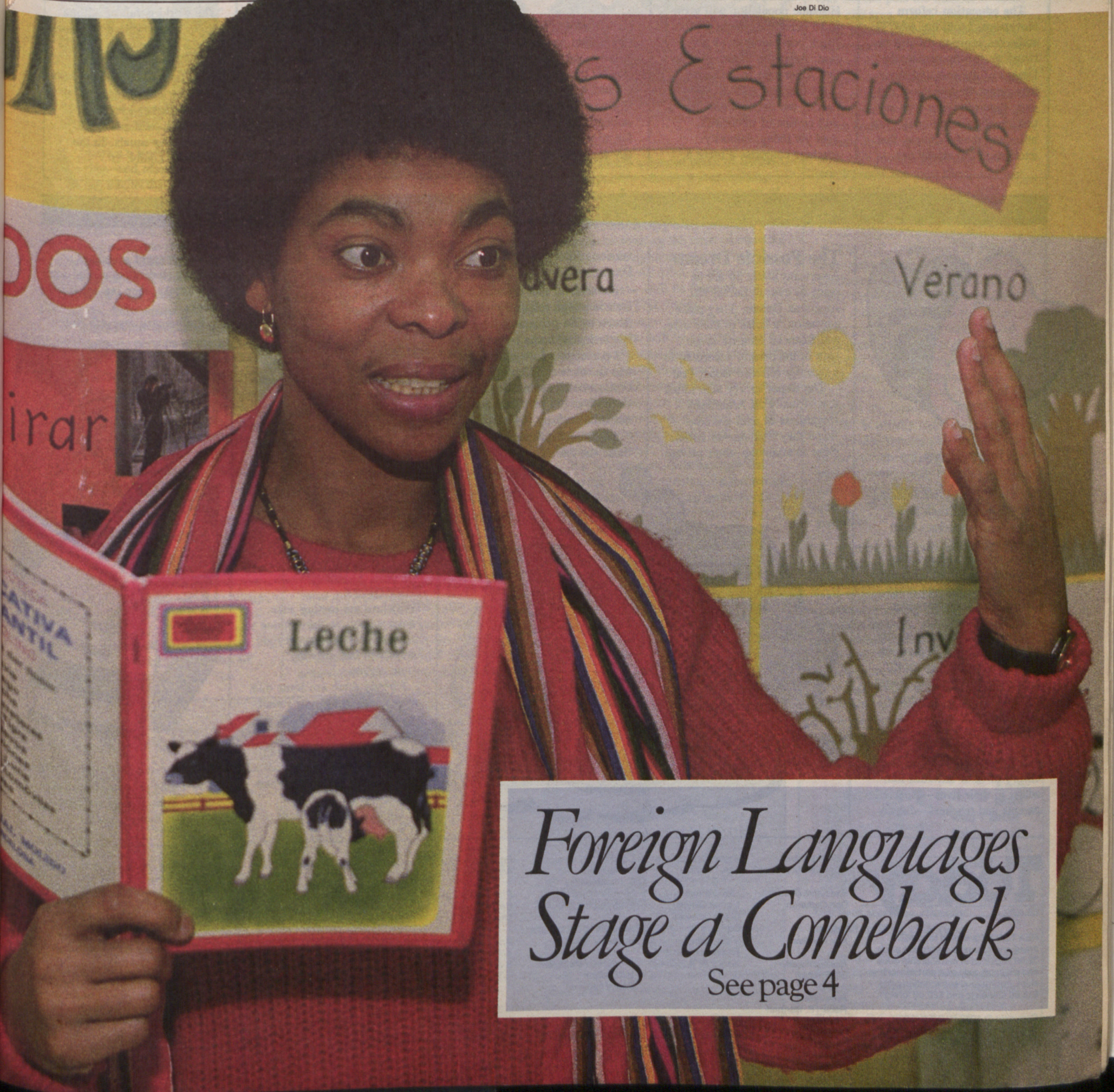
Joe Di Dio



Foreign Languages Stage a Comeback

See page 4

PRESIDENT'S VIEWPOINT

And Justice for All

A little more than a month ago, I had the privilege of addressing the American Association of Colleges for Teacher Education (AACTE), a group that represents colleges and universities preparing the men and women who will soon join us as colleagues.

AACTE institutions are pivotal to the future of our profession, and I'd like to share with you the message I carried to them.

The education reform movement, I told the AACTE audience, remains divided between those who *respect* the lessons of the past and those who *reject* the lessons of the past. Between those who say that excellence and equity are allies and those who say that excellence and equity are antagonists.

I believe it is now clear that unless we as a community of educators reaffirm our twin commitment to equity and excellence, the American dream will turn into a nightmare that mocks the ideals of the Constitution. Equity and excellence—the two E's—must be as important to us as the three R's.

Demographic projections tell us that between now and the year 2020, our nation's Hispanic population will grow to 15 percent of the total; the Black population to 14 percent; Asians to 5 percent; Native Americans to 1 percent.

By the year 2020, *35 percent* of our nation's population will consist of minorities. And yet today, minority teachers comprise a mere 8

Joe Di Dio

NEA President
Mary Hatwood Futrell

percent of the K-12 teaching force. That percentage is projected to drop to just *5 percent* by the end of this decade.

Five percent minority teachers, 35 percent minority students. This is not a tragedy for minorities. This is a tragedy for America. We owe *all* students a vision of the racial, ethnic, and religious mosaic that is America. We owe *all* students firsthand evidence that America's diversity is America's strength. We owe all students lessons in cross-cultural understanding.

But we will not be able to offer these lessons unless the composition of our nation's teaching force changes dramatically.

For this reason, I told the AACTE convention, we need to recruit more high-ability students—and in particular more minority students—into the K-12 teaching force.

The key to the success of this recruitment effort, I believe, is a closer alliance between teacher educators and local school districts.

I asked teacher educators to abandon the ivory tower and help us develop the preschool programs, the guidance programs, the age-appropriate academic programs that foster the self-discipline and self-confidence students will need to traverse the increasingly tough trail leading to service in the classroom.

We need, I emphasized, to forge a *culture of cooperation* within the entire education community. Only full cooperation can ensure that future practitioners will be prepared to meet the needs of our nation's increasingly pluralistic student population.

Robert Frost once wrote, "The world is full of willing people; some willing to work, the rest willing to let them."

To forge a system of education that reflects the best of America's heritage, teachers and teacher educators must work hard and work together. As equals. In the service of equity. □

TRENDS

Positivity Pays... Positively

The power of positive thinking pays off in more than just smiles (and suspicion) from your co-workers.

New research shows that Pollyannas enjoy better health, greater longevity, and more success than their scowling, pessimistic peers.

"Our expectancies not only affect how we see reality but also affect the reality itself," according to Edward E. Jones, a psychologist at Princeton University.

Researchers have also found that optimism among *children* is influenced greatly by the cheery or dour attitudes that adults in their lives—especially parents and teachers—display.

The Possible Dream

Americans under 30 are as ready as ever to pursue the American Dream. They place education, a home of their own, and financial security at the core of the dream, according to a recently released Roper Poll.

The Roper survey also found that virtually all Americans (regardless of age) are confident they'll attain—or come close to attaining—their private version of the American Dream.

Elements of that dream include a high school education (listed by 84 percent of the respondents), home ownership (78 percent), a college education for their children (77 percent), a college education for themselves (68 percent), and financial security (64 percent).

White picket fences failed to make the list.

One Principal = Two Teachers?

Salaries for high school principals rose 6.5 percent over the past year, to an average of $47,896 in 1986-87, according to a survey completed by the National Association of Secondary School Principals.

Salaries for principals at all levels now range from $23,355 to $73,600. Average pay for middle school/junior high principals is $44,861; for elementary principals, $41,536.

The average U.S. teacher's salary stands at $26,709.

Years Without Summers

Politicians are touting year-round schools as the solution to crowded classrooms and tight budgets in fast-growing communities.

Already there are some 425 schools operating year round, reports Charles Ballinger, executive secretary of the National Association for Year-Round Education. Three-fourths of all students on year-round schedules are in California.

Most of the year-round schools stagger schedules, keeping students in school for nine weeks, then out for three weeks.

Preliminary research sug-

gests students perform better in year-round schools. But opposition from parents remains strong in many areas. □

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NATIONAL

Looking for the Stars

NEA, high school principals, and America's biggest national daily newspaper join forces to give top-notch students the credit they deserve.

America's students today are setting—and meeting—some exciting intellectual challenges. So exciting that NEA and two other national groups are out to make sure the public finds out about them. The first all-USA high school academic team is in the making, sponsored by NEA, the National Association of Secondary School Principals (NASSP), and *USA Today*, the national daily newspaper.

"So much public emphasis is placed on nonacademic pursuits at the high school level," says NEA President Mary Hatwood Futrell, "that we feel it's time to remind the public that academics is what school is all about. It's time to highlight just a few of the millions of high school students who are all-around outstanding young people."

In February all 20,000 U.S. high schools received invitations to nominate their best all-around students for the new All-USA Academic Award. A principal and teacher from each school were to nominate one student, citing grades, test scores, school and community activities, and honors. But these criteria were just the setting for the real gem at the center of each nomination: an outstanding academic or intellectual accomplishment—music composed or experiment conducted, poetry written, play produced, or historical research pursued. The nominees themselves were to present these accomplishments, in brief essays.

In March, after all nominations had come in, NEA members—along with representatives of the NASSP and *USA Today*—carried out a preliminary evaluation. Maintaining the balance of all-around excellence with outstanding achievement in one field presented them their greatest challenge.

This month a special panel of nationally prominent educators is examining each entry that passed the first round of screening. These educators face one of the most demanding tasks of their careers: to separate the most outstanding from the merely outstanding. Their selection—the All-USA Academic Team of 15 students—will be featured in a May issue of *USA Today*.

The young team members—along with their peers who will be honored as just slightly less outstanding—will enjoy public recognition of their accomplishments. The honor will bring pride to their parents and perhaps the promise of a better future for themselves. Colleges will vie for them, graduate schools will remember their names.

But beyond that, their example will focus the nation's attention on the wealth of the future that's tucked away in our schools, too often known only to the teachers and principals who work with young people every day. Educators are mining a hidden treasure, often with the most primitive tools and meager resources The All-USA Academic Team will show what the schools can do for some students under these conditions—and hint at what, with the national will united behind them, they could do for many more.

—Jane Power

'It's About Time,' Says Bill Bradley

Knicks Archives

They used to call him "Dollar Bill" because when the game was on the line for the pro basketball New York Knickerbockers, Bill Bradley usually came through with the shot, the pass, the steal that resulted in another victory. (Bradley starred on two Knicks world championship teams.)

Bill Bradley is now the senior senator from New Jersey, but he's well aware that to many people he's still best known for his basketball skills. Basketball gave him fame and fortune—and also helped him win his U.S. Senate seat in 1978.

What's forgotten is the priority Bradley gave to academic pursuits. He chose to attend Princeton instead of one of the big-time basketball colleges—and later chose to put his pro career on hold in order to accept a Rhodes scholarship to study at Oxford University.

Bradley knows—because he received—all the publicity that surrounds a star athlete—high school, college, or pro. The designation *All-American*, which he won in 1965, certifies the super athlete. What he'd like to see is more recognition of the non-athletes, the classroom stars—the good writers and speakers, the mathematicians and scientists.

Terry Ashe/UNIPHOTO

"That's why I support this new effort by the NEA, NASSP, and *USA Today* to recognize outstanding student achievement," says Bradley. "It's an opportunity to let today's young people know that their studies come first and that we recognize and value their classroom performance as much as the talents of students who perform on the playing field."

—Bill Fischer

News Beat

● The National Science Foundation is planning to develop new curriculums to integrate **science** into other elementary-level subjects. The $25-million NSF effort will fund new textbooks, computer software, and teacher training. The goal: to stress experimentation and the understanding of scientific concepts, not mere learning by rote.

● A new report from the U.S. Census Bureau puts the number of **latchkey children**—those who spend time after school each day without adult supervision—at 2.1 million, or 7 percent of the nation's 29 million 5- to 13-year-olds. Other researchers' surveys of urban areas have found up to 25 percent of all school-age children come home to an empty house. The Census report reveals that families with high income and professional employment are most likely to leave their children unsupervised after school, and whites are more likely to do so than Blacks.

● The U.S. Department of Education, news reports indicate, recently conducted and then buried a major study showing that students in **Chapter 1** remedial education programs make greater gains on standardized tests than do disadvantaged children who don't receive such aid. This good news, Rep. Augustus Hawkins (D-Calif.) charged, was not publicized by the Education Department, which "is usually more than willing to publicize reports showing defects in our educational system." Over the past six years, Congress has repeatedly stopped Reagan Administration attempts to dismantle Chapter 1 programs.

● A study conducted by the American Association of Colleges for Teacher Education shows that, contrary to popular belief, **education majors** are among the nation's brightest students. AACTE found that most students entering college in 1984 and 1985 to pursue teaching careers were in the top quarter of their high school class and scored above average on their SATs. □

WELL PUT!

Joe Di Dio

"Excellence won't come from experts on leave from Mt. Olympus, but from classroom teachers working directly with 40 million children."

—Ernest Boyer, president, Carnegie Foundation for the Advancement of Teaching, speaking to NEA National Conference on Achieving Effective Schools, Feb. 13 in St. Louis

COVER STORY

Learning Foreign Languages Is 'In' at All Levels

First graders at Oak View Elementary School are seated on the carpeted classroom floor, gathered around teacher Donna Gouin. They follow along in workbooks as Gouin discusses a story and pauses frequently to ask questions. The students raise their hands, eager to respond.

The scene in this suburban Maryland school is familiar, except for one thing: both teacher and first graders are speaking French. They're part of Montgomery County's French immersion magnet program for grades K-6.

For the 260 students enrolled in this program, French is the sole language spoken in their regular classrooms. Music, art, and physical education classes—taught by specialists—are conducted in English.

Joe Di Dio

Donna Gouin and her French immersion students at Oak View Elementary in Montgomery County, Md., enjoy an amusing story.

Students can join the program in either kindergarten or first grade. "For the first three months, first graders may use English when asking us questions or speaking among themselves," notes Gouin, "but from December on we strictly enforce the 'French only' rule. And at *no* time do the children ever hear anything but French from me."

When the Oak View program began, in 1974, it was one of the nation's first "total immersion" foreign language curriculums for elementary students. The concept was developed in Canada to teach French to English-speaking youngsters. Such programs are still rare—and controversial—in the United States, but they've now been adopted in some 25 school districts.

For example, three elementary schools in the San Diego (Calif.) city district initiated total immersion programs—two in Spanish and one in French—in 1976. In Tulsa, Okla., Eliot Elementary has offered a Spanish magnet program to students in K-5 for six years, with total immersion starting in the second half of second grade.

Joe Di Dio

Alta Evangelista teaches Spanish in a "partial immersion" program in Maryland.

And just this year, Sunset Elementary in Bellevue, Wash., kicked off a total immersion Spanish magnet that will eventually include grades K-5.

Some of the districts offering elementary immersion programs continue them into the upper grades. Students from Maryland's Oak View program, for instance, may go on to a junior high that offers a world studies course taught in French and a French language program geared to their level of comprehension. In San Diego, a junior and senior high offer similar opportunities for graduates of the city's two elementary Spanish immersion programs.

All immersion programs are voluntary. They're designed for native English speakers, and the great majority of students enrolled have no prior familiarity with the language being offered.

Critics of total immersion question how well American youngsters can learn academic subjects taught in a language they don't yet speak fluently. But standardized test scores of third graders in the Maryland French immersion program tell the tale.

The math scores of these students are right on target. And although the third graders tend to lag behind their peers in English language skills, by fifth grade they catch up to—and sometimes surpass—students who've been taught in English. Starting in fifth grade, Oak View students do get an hour a day of English grammar instruction, in English.

The growing popularity of immersion programs reflects increasing awareness of the importance of being bilingual. Foreign language instruction at all levels began to surge around 1979, when a report from President Carter's Commission on Foreign Languages and International Studies deplored Americans' traditional inability to speak anything other than English.

Since that time, one national education report after another has echoed the call. Many state legislatures have responded, imposing or restoring foreign language requirements for high school graduation. Louisiana requires that public schools offer *elementary* students the opportunity to learn a second language. Hawaii is in the process of implementing a similar requirement.

The new interest in foreign language learning has brought several instructional developments.

"A key element of the education reform movement is a commitment to long-term study of a foreign language," notes Claire Gaudiani, assistant director of the Joseph H. Lauder Institute of Management and International Studies at the University of Pennsylvania. "In the past, students usually studied a language for two or three years but rarely advanced beyond a certain point. As a result, most achieved little more than survival skills."

Length of study isn't all that's changed. Elementary schools nationwide report a variety of innovative instructional programs:

► Montgomery County, Md., offers both total and partial Spanish immersion programs (in the partial program, morning classes are in English, afternoon classes in Spanish).

The Language Boom

A cross-country sampling of today's language boom, as reported by the National Council on Foreign Language and International Studies:

► In Florida, students entering state universities must have had two years of foreign language study. The state has agreed to provide matching funds to local districts for elementary programs.

► The Kansas Regents for Higher Education require a minimum of 10 foreign language credit hours for a BA degree at all state universities.

► In Pennsylvania, every school district must offer at least two languages other than English. One must be a modern language, and one must be offered for at least a four-year sequence.

► In Louisiana, fourth through sixth graders must take 30 minutes of foreign language instruction each day. Beginning next school year, the requirement (150 minutes a week) will extend to seventh graders; the following year to eighth graders.

Bob Riha, Jr.

Michael Herrick uses dolls and other props to help Long Beach, Calif., high school students become familiar with the Japanese language and culture.

COVER STORY

Joe Di Dio

Displaying their proficiency in their new language, Maryland first graders vie to answer questions about a book being read to them in French.

► Glastonbury, Conn., *requires* classes in Spanish for all elementary students.

► Wake County, N.C., offers courses in Spanish, French, German, Japanese, and Chinese.

At the secondary level, a growing number of schools offer language magnet programs that concentrate on either international commerce or studies leading to an international baccalaureate (IB).

The IB has been around since 1958, although it's only recently become popular in this country. Over 100 U.S. high schools now offer the program.

Requirements—aimed at advancing intercultural understanding as well as qualifying IB graduates for entry into universities around the world—are rigorous. Program participants follow a detailed syllabus for five prescribed subjects—math, experimental science, social studies, English, and a foreign language—and one elective—like art or music or computer science. They must also complete a theory of knowledge course, write a research paper, and perform community service. Exams for prescribed courses are prepared and graded at IB's international headquarters in Switzerland.

U.S. colleges are beginning to recognize the advanced level of the IB program. Some now waive certain requirements for IB graduates or give them credit for high school work.

In Eugene, Oregon, 180 students at South Eugene and Sheldon High Schools participate in a joint IB program. They can choose to concentrate in one of six languages: Spanish, French, German, Russian, Japanese, or Chinese. The district is considering adding Italian and Hebrew to the curriculum.

"From a practical standpoint, knowing a foreign language can help anyone in today's international business community," says South Eugene High Spanish teacher Doug Kelly. "But many students want to learn another language for its own sake—as a means of furthering cultural exchange."

At Long Beach (Calif.) Polytechnic High School, foreign language instruction in the five-year-old Center for International Commerce (CIC) magnet program focuses on countries doing business in the area—the nations located around the rim of the Pacific Ocean.

The 400 CIC students take at least two years of Spanish, Russian, Mandarin Chinese, or Japanese, along with global economics, diplomatic history, marketing, finance, banking, and computer accounting. Although 80 percent of CIC graduates continue their studies past high school, they're already well prepared for the international business world, notes Japanese teacher Michael Herrick.

"That's important," Herrick adds, "because the commercial world is shrinking and not everyone speaks English. To survive financially, you have to speak a foreign language."

The international business scene is also changing, with new nations assuming key positions—and bringing new popularity to courses in their languages. Spanish maintains its longtime lead as American students' favorite language to study, but French and German—the runners-up for so many years—are now being challenged not only by Japanese but also by Chinese and Russian.

The boom in language instruction seems to have only one limiting factor: a very real shortage of qualified teachers. Contradictory forces are both spurring and stifling the demand for more language instruction.

State and federal officials who demand education improvements frequently refuse to approve the necessary funding. Although Congress has passed a dozen or so foreign language and international education programs in recent years, for example, the Reagan Administration has requested "zero funding" for many of them.

Similarly, because of its increasingly international outlook, American business is hiring, at high salaries, university graduates with foreign language majors—people who once would have turned almost automatically to teaching.

The long-range interests of meeting international business competition and increasing cross-cultural understanding demand that foreign language teaching be made as attractive a career as possible, with substantial rewards for competent teachers.

—Diane Dismuke

'Hear No English, See No English, Speak No English'

The emphasis in today's high school foreign language classes is on the spoken word.

"We want students to be comfortable with the language, so we use a natural approach," explains Virginia Senor, a Spanish teacher at Shaw High School in East Cleveland, Ohio. For Senor, building and oral proficiency means that from day one, Spanish is the language spoken in her classroom.

"But," Senor adds, "I want my students to feel secure. So I tell them they needn't speak until they're comfortable with the language—and even then I assure them it's okay to make mistakes."

Virginia Senor

Senor, a 16-year teaching veteran, notes that the days of textbook dependency and vocabulary memorization are fast becoming obsolete. "Today we really want our students to respond physically to their new language," says Senor.

To help them do that, Senor uses props—including a series of flash cards she's created and marketed, recordings of Spanish music and conversations, and videotapes from her travels to Argentina. She even creates a classroom "marketplace" with buyers, sellers, and real merchandise. Students help stock the market with items they no longer need or want.

Students practice grammar and vocabulary by conversing in pairs and small groups. Her classroom is noisy, but it's "*organized* chaos," Senor says.

"Global education" is another key element in the current teaching style of Senor and many other top foreign language teachers. In Senor's classroom, discussions about the culture of Spanish-speaking countries are ongoing. When Senor talks about mealtime, for example, she doesn't equate it to the American concept of lunch but rather explains about the 2 p.m. latin *comida*, when everyone comes together to eat a large meal. Teaching concepts rather than isolated words is the key.

Lynne Campbell

French teacher Olga Robinson of Newton (Mass.) South High School also creates many of her own classroom materials. From videotapes she took last year during travels in France, Belgium, Senegal, and Tunisia on a Rockefeller grant, she's made a documentary showing the importance of the French language in these countries.

Robinson doesn't adhere to just one textbook, either, but relies on several texts from different sources. And she, too, uses immersion, speaking French exclusively—except when explaining grammatical concepts to beginning classes.

"Most texts I use are in French," she notes, "and that includes explanations about grammar."

In Glastonbury (Conn.) High School, Russian, Spanish, and French teacher Lynne Campbell cites the importance of students' traveling to countries where their new language is spoken. Campbell's school district will sponsor student trips to France, Spain, and the Caribbean this summer. In past years, there've been student trips to Canada and Russia.

Campbell herself spent part of last summer studying at Leningrad's Herzen Pedagogical Institute. She was one of 15 U.S. teachers of Russian chosen to participate in the U.S./U.S.S.R. Summer Exchange of High School Language Teachers, an outgrowth of last year's Cultural Exchange Agreement between the two countries. It was Campbell's second trip to the U.S.S.R.

"The best way for language teachers to improve their facility in a language is to go where it's spoken and use it to get around," Campbell maintains. "To bring that firsthand knowledge back to the kids is priceless." *—D.D.*

HUMAN RIGHTS

Effective Paths to Pay Equity

Pay equity means the eradication of wage discrimination among jobs that are comparable in skill, effort, responsibility, and working conditions. Most drives for pay equity are sparked by discrimination based on gender.

The Equal Pay Act of 1963 requires equal pay for equal work. But the principle of pay equity goes beyond the Act's provisions to address two basic facts: most women work in female-dominated occupations that are undervalued and underpaid, and race and sex discrimination often affect the way wages are set.

Employers interested in achieving pay equity need to assess the kinds of work their female employees do and the levels of experience, skill, and responsibility they bring to their jobs—and pay them accordingly. In setting wages, they might take into account whether jobs require physical labor like moving hospital patients or lifting crates, responsibilities like public relations and office management, or skills like teaching and caring for children or working with the latest office technology.

In short, the principle of pay equity asserts that employees deserve equal pay not just for equal work but *for work of equal value*, thereby eliminating the effects of sex and race bias in determining wages.

NEA and its affiliates haven't found any one "right way" to achieve pay equity, but the following steps offer guidelines:

1. *Document the problem.* Form a special Association pay equity/job classification committee, including members from each classification group represented by the union, employeees outside the bargaining unit (if union is not wall-to-wall), and management. Ask management for data on each job class: its title, number of incumbents, percentages of female/male/minority incumbents, and minimum salary. Organize and analyze these data. Design and distribute a job analysis questionnaire, and analyze the data received.

2. *Determine changes to be made.* Design a procedure for implementing the changes.

3. *Prepare bargaining proposals and other strategies.* Different situations call for different strategies. Some NEA affiliates have secured new classification procedures and equity raises through collective bargaining. In more than 30 states, coalitions of NEA affiliates and other employee groups have lobbied legislatures to establish pay equity policies or to fund data collection and job evaluation studies. Still other state affiliates have sued employers for sex-based wage discrimination.

—Sheila Hall, NEA Human and Civil Rights

Maine ESP Members Fight the Good Fight

Marc Blanchette

Senior job controller Jan Levasseur is one of many University of Maine employees who will benefit once the new job classification system is implemented.

Marc Blanchette

The University of Maine's Mary Skaggs says her education support unit won't be ignored in its drive to eliminate sex bias and correct pay inequities.

An NEA affiliate in New England provides an example of the growing commitment to pay equity among organized education support personnel.

A few years ago the Associated Clerical, Office, Laboratory, and Technical Staff at the University of Maine (ACSUM), representing 1,000 employees, bargained the right to conduct a job evaluation study to find out whether female-dominated jobs were undervalued and underpaid. The study showed that the university's outmoded job classification system was fraught with bias.

Now a special ACSUM/University of Maine study committee has jointly designed a reclassification system free of gender and race bias. Jobs are being evaluated according to the new system, and new wage relationships are being established. Ultimately, all employees in the bargaining unit will receive an equitable wage.

ACSUM persuaded the university to agree to a Feb. 1, 1988, deadline for revising and rating jobs under the reclassification system. ACSUM's current contract expires June 30, 1987. Because the university hasn't made a firm commitment to implement the reclassification system, negotiations have come to a screeching halt.

The university estimates that bringing pay equity to ACSUM jobs will cost $2 million. ACSUM members plan to ask the state legislature to add a supplemental appropriation of that amount to the university's current budget.

Explains ACSUM chief negotiator Mary Skaggs, "The university wants us to settle on a collective bargaining agreement with a wishy-washy article on implementation of the reclassification system and a *promise* that *they* will go to the legislature in 1988 and ask for a special appropriation to fund the new system. But if the legislature doesn't grant the money, the university can use that as an excuse not to reclassify jobs."

The continuing commitment of ACSUM members to job reclassification has sent a strong message to management that the issue must be resolved in this year's contract negotiations.

Mary Skaggs says it best: "We've come a long way in our battle, but each year that we have to wait for the funding to implement the reclassification system puts us that much farther away from our goal of pay equity. But we still believe our commitment to this issue will pay off in the end."

—S.H.

WASHINGTON WATCH

Congress Is Closer Than You Think

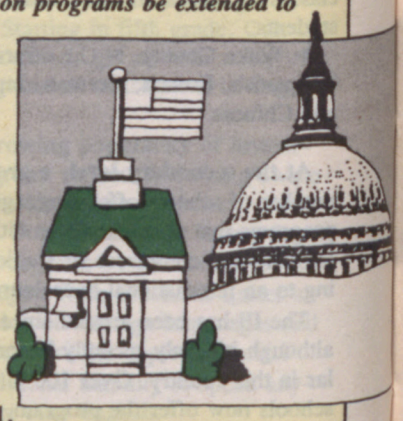
Each year the U.S. Congress makes decisions that have a substantial, enduring impact on the quality of America's public schools. In fact, the road from Capitol Hill to your classroom or worksite is shorter than you may think.

Before the 100th Congress adjourns next year, lawmakers will make many decisions critical to public education—including these six:

► ***Should federal assistance to vocational education be eliminated?*** President Reagan has proposed cutting all $881 million in federal aid for state and local vocational education programs. Last year, the U.S. Department of Education merely wanted to cut voc ed funding in half, maintaining what it called its "priority on protecting educational opportunities" for disadvantaged, handicapped, and female students. This year, apparently even that alleged commitment has died.

► ***Should federal funds be made available to school districts for asbestos abatement?*** Removing the threat of cancer-causing asbestos from school buildings has been a long, difficult struggle for communities throughout the country. After considerable wrangling, Congress approved just under $100 million in grants and loans to local school districts for abatement projects over the past two years. Securing additional funding under the NEA-supported Asbestos School Hazards Abatement Act is expected to be another hard-fought battle.

► ***Should compensatory education programs be extended to all eligible students?*** The number of economically disadvantaged students served in Chapter 1 compensatory education programs declined steadily over six years, until fewer than one-third of all eligible students were served in the 1985-86 school year. The 99th Congress added funds to provide services to more eligible students for the 1987-88 school year. But before Congress can consider FY88 appropriations for Chapter 1, it will have to take a vote on continuing the program at all.



► ***Should federal law fully protect the educational opportunities of women and girls?*** Since the 1984 U.S. Supreme Court decision in *Grove City College v. Bell*, there's been a gaping hole in Title IX, the federal civil rights law requiring equal educational opportunities for women and girls. Under the *Grove City* ruling, an education institution may discriminate against women and girls in one area and continue to receive federal assistance in another. The NEA-backed Civil Rights Restoration Act would require the left hand to recognize what the right hand is doing.

► ***Should school lunch and special milk programs continue to serve the same students now benefiting?*** Under current law, the federal government provides assistance to schools for child nutrition, including cash and surplus commodities to provide free or reduced-price lunches and milk. The Reagan Administration is proposing to eliminate partial subsidies for about one out of three public school students.

► ***Should proposed legislation to improve the nation's productivity include a significant education component?*** "Competitiveness" has become this year's Washington buzzword. President Reagan mentioned competitiveness in his State of the Union Address, and a congressional caucus has been formed to study the question. NEA's basic proposal for enhancing America's competitiveness is simply to maintain our economic vitality and national security by *investing in education*.

Congress' choices on these six questions will directly affect the jobs of education employees and the lives of the nation's schoolchildren. The right choices can *enhance* local control of schools. By providing funding support for programs it mandates, Congress frees up state and local resources for state and local priorities, such as lowering class size and raising educators' salaries.

As NEA President Mary Hatwood Futrell stated in testimony early in the 100th Congress, "Education is woven into the very fabric of all of our priorities. We have no choice but to invest in education."

—Michael Pons

State Side

WEST

In its 1987 session, the Utah state legislature showed that its heart—if not always its wallet—is in the right place where the needs of education are concerned.

Lawmakers had threatened to fold career ladder funding into the general education appropriation—a move that could have cost individual teachers up to $3,000 in career ladder bonuses offered for working an extended school year. Instead, thanks to vigorous lobbying by the Utah Education Association, the legislators funded the career ladder at this year's level and allowed general school funding to rise 3.9 percent.

The legislature also passed a UEA-backed bill requiring each school district to have an objective, reliable, and valid evaluation process developed by a joint committee of teachers and administrators.

MIDWEST

Minnesota has the nation's highest rate of high school completion—almost 90 percent. Yet the Minnesota Education Association is committed to helping alleviate the national dropout crisis.

When a National Governors' Association task force on the problems of dropouts, chaired by Minnesota Gov. Rudy Perpich, held hearings in St. Paul this winter, MEA was there to testify.

"As long as education remains in the national spotlight," MEA Vice-President Walt Munstermann told the panel, "we have the perfect environment in which to rescue these youngsters."

MID-ATLANTIC

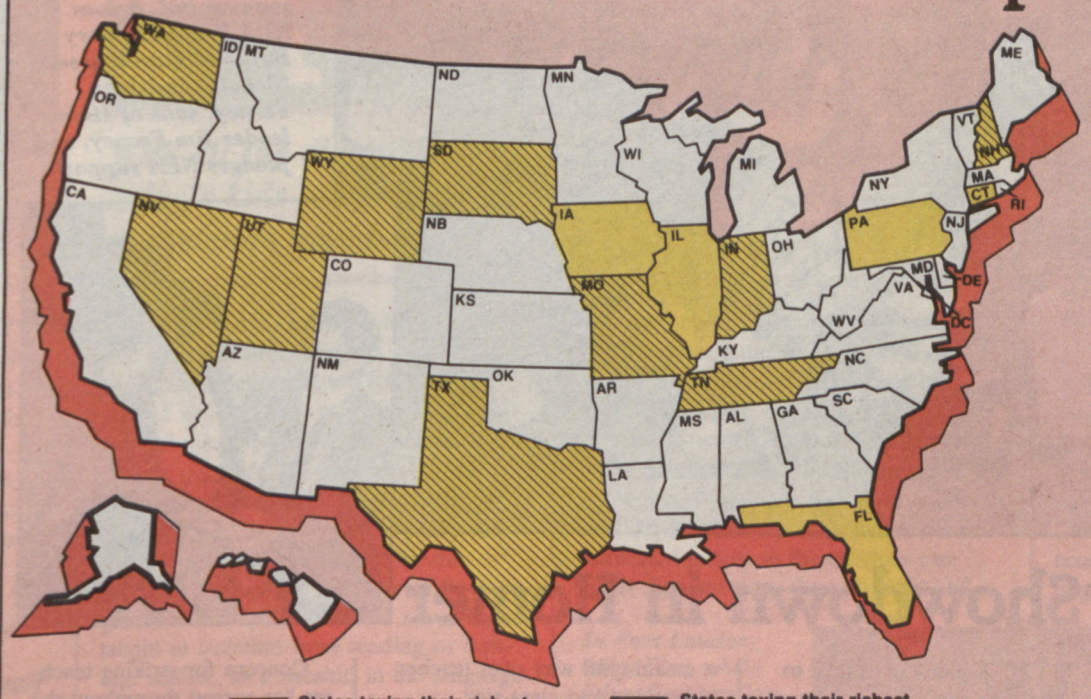
The Ohio Education Association (OEA) has a new priority: fighting Gov. Richard Celeste's substandard education budget for the 1988-89 biennium.

If the legislature adopts Celeste's proposal, the state superintendent warns that 161 school districts (out of 616) will need some $187 million in emergency funds just to stay open. Celeste's budget calls for a meager 4 percent increase in the second year.

The budget proposal does guarantee that no district will receive less basic aid in 1988 than in 1987. That fact is meaningless, however, notes OEA President Don Wilson, "when we consider that increases in school revenues have barely kept up with inflation over the past 10 years."

STATE, LOCAL TAXES HIT POOR HARDEST

Tax Reform Can Narrow the Gap



States taxing their richest taxpayers at less than half the rate on the poorest families

States taxing their richest taxpayers at half or less the rate on middle-income families

The nation's richest families, on average, pay a *smaller* share of their income in combined state and local sales, property, and income taxes than do middle-income or poor families.

Citizens for Tax Justice, a Washington, D.C.–based coalition of labor, church, and public interest organizations, compared the 1985 state and local tax burdens of families at seven different income levels in each state. Among the findings:

► Nationwide, the richest 0.7 percent of families—those earning over $500,000—paid barely 5 percent of their income in state and local taxes. Families below the official poverty line, earning under $7,600, shelled out almost 7 percent, as did families in the middle 20 percent of each state's income distribution.

► Fifteen states (see map) taxed their super-rich families (the wealthiest 0.7 percent) at *less than half* the rate the poorest 20 percent of families paid.

► Ten states (see map) taxed their super-rich half or less the rate on middle-income families.

Part of the blame for these tax inequities lies with the "loophole mania" of recent years, as wealthy taxpayers have sheltered much of their income from any tax bite at all. But sharing the blame is the increasing state reliance on sales taxes, which hit low- and middle-income families hardest.

"Federal tax reform provides a golden opportunity to create a more level playing field for all state taxpayers," CTJ notes. "But simply linking state tax laws to the new broader-based federal tax code won't end all the inequities. This is a good time for legislatures to take a top-to-bottom look at their state tax structures, with the goal of improving fairness."

As the table below shows, if all states were to follow the federal lead and put the tax avoiders back on the state tax rolls, the share of family income paid as taxes by the rich would rise—approaching, and in some states actually equaling, the share paid by the poor. □

State Taxes as Shares of Family Income

	1985		UNDER TAX REFORM	
	Lowest Income	Highest Income	Lowest Income	Highest Income
Alabama	7.1%	4.8%	7.2%	5.4%
Arizona	4.5	3.5	4.6	5.8
Arkansas	8.0	6.2	8.2	7.0
California	3.7	8.3	3.7	9.5
Colorado	4.9	3.5	5.0	6.0
Connecticut	11.9	4.2	11.9	5.8
Delaware	5.5	6.9	5.2	8.3
District of Columbia	4.6	6.7	4.9	10.3
Florida	6.8	2.5	*	*
Georgia	7.5	4.5	7.6	6.5
Hawaii	3.1	6.1	3.7	9.3
Idaho	7.8	5.4	7.9	7.5
Illinois	9.5	4.1	9.6	4.3
Indiana	11.0	3.9	11.1	4.7
Iowa	11.0	5.4	11.3	9.2
Kansas	6.7	3.6	6.8	6.3
Kentucky	8.6	4.7	8.9	6.4
Louisiana	4.5	2.7	4.5	4.5
Maine	7.3	7.2	7.3	9.8
Maryland	5.9	6.8	6.3	8.1
Massachusetts	5.5	6.4	4.8	7.8
Michigan	13.2	9.6	12.3	11.2
Minnesota	2.2	6.9	2.5	10.3
Mississippi	6.5	4.3	6.5	4.9
Missouri	8.1	3.5	8.2	6.0
Montana	3.2%	3.7%	3.2%	6.5%
Nebraska	7.4	5.6	7.4	5.9
Nevada	10.3	2.8	*	*
New Hampshire	7.6	1.6	7.6	1.6
New Jersey	6.8	4.9	6.9	5.0
New Mexico	2.7	4.6	4.1	7.8
New York	8.6	10.4	8.6	12.9
North Carolina	6.8	6.3	7.0	7.0
North Dakota	7.1	3.7	7.1	3.9
Ohio	7.6	9.6	7.6	10.4
Oklahoma	6.0	4.0	6.0	5.9
Oregon	0.8	7.1	0.8	9.1
Pennsylvania	15.4	6.8	15.1	6.8
Rhode Island	8.3	6.9	8.1	7.6
South Carolina	7.1	5.3	7.1	7.2
South Dakota	10.8	2.2	*	*
Tennessee	9.4	2.0	*	*
Texas	6.9	1.5	*	*
Utah	8.5	3.9	8.9	6.3
Vermont	3.4	6.8	3.4	7.1
Virginia	8.2	4.3	8.8	6.2
Washington	6.0	2.0	*	*
West Virginia	4.8	7.9	4.9	11.0
Wisconsin	3.1	7.1	4.6	8.8
Wyoming	4.4	0.9	*	*

* Taxes won't change under federal tax reform because the state has no income tax.

Alaska taxes were not studied because 85 percent of state revenues come from oil severance taxes; Alaska has no sales or income tax.

Source: Robert S. McIntyre, et al. *The Sorry State of State Taxes and the Golden Opportunity of Federal Tax Reform.* Washington, D.C.: Citizens for Tax Justice, January 1987.

PACIFIC

If Gov. George Deukmejian has his way with the 1987-88 California budget, education reform in the Golden State will be a thing of the past.

The California Teachers Association is leading the charge to stop the governor's proposal, which would boost state aid to public schools by only 1 percent. During the coming year the governor proposes spending just 9.3 percent of new state funds on education, down from 46.5 percent for 1986-87. Already, California spends less on education per $1,000 of personal income than any other state.

The new budget proposal would address class size reduction—but only in first grade, and only at the expense of a wide range of other programs from gifted and talented to reading and urban impact aid.

"Smaller student-to-teacher ratios are a top priority for us," says CTA President Ed Foglia, "but we're adamantly opposed to penalizing students with special needs in order to achieve smaller class sizes."

Deukmejian's plan for reducing class sizes yearly would not be completed until the year 2011, which is "just plain unacceptable," says Foglia.

SOUTHEAST

This was to have been a great year in Arkansas education. The legislature had mandated new higher standards—covering, for example, class size and length of school day and year—to come into full effect by July 1, 1987.

Instead, the 1986-87 education budget, which started out $29.3 million *less* than the 1985-86 figure, has lost another $27.3 million in cutbacks that followed a sharp downturn in the economy. More than two-thirds of the state's 333 school districts have raised their millage rates this year, but even so, some 70 districts won't be able to finish the school year without additional state money.

As for the new standards, Arkansas schools are some 1,400 teachers short of meeting the new class size limits.

The crisis has brought about one good result: for the first time in years, associations representing Arkansas school boards and administrators have joined forces with the Arkansas Education Association. Their aim: to persuade the governor and legislature to restore the lost funding—and to add at least enough money so all districts can finish the school year. □

Local Look

VIRGINIA

Armed with a $1,000 grant from NEA Human and Civil Rights, the 6,600-member Fairfax Education Association is standing up for children's right to be free from abuse.

One highlight of FEA's year-long campaign to heighten public awareness of child abuse will be a "No Hitter Day" observance at a local shopping mall on Saturday, April 25. (The annual No Hitter Day was started in 1982 by a Kansas City, Mo., group of concerned citizens.)

"We'll release 500 helium balloons, each bearing a card addressed to parents and telling them how to obtain resources," reports student protection committee chair Barbara Gattis.

FEA representatives will distribute literature to mall patrons. Local police will be on hand to fingerprint children for ID purposes.

FEA is also conducting in-service workshops on child abuse detection at schools throughout the county and compiling a file of up-to-date information about missing children, child abuse, and teen suicide prevention. Copies of this resource file will be sent to every school in the county.

TENNESSEE

Back in 1975, when the Tennessee Education Association (TEA) started requiring unified membership in all three levels of the Association, not everybody approved. In fact, fifth grade teacher Tony Linville and sixth grade teacher Johnny Kerr walked right out of the Trousdale County Education Association, (TCEA), which at that time had 100 percent membership among the county's teachers.

Others followed their lead. Ten years later, only 24 of the 60 potential members belonged to TCEA.

But by that time, Kerr and Linville were having second thoughts: about the benefits other locals were bringing their members, about TEA's defense of teachers in the face of ill-conceived state reforms, and about NEA's work for teachers on Capitol Hill. They decided the unified Association was in members' best interest after all. They rejoined—and quickly won top officer slots.

Led by Linville as president and Kerr as treasurer, TCEA began to rebuild in the fall of 1985. Association representatives went to the school board and secured improvements in salary and teaching conditions. By early 1987, membership was back up to 57 out of 62.

The members who've rejoined are pleased with TCEA's accomplishments, feel that TEA has become a much better organization, and understand why they and TEA need NEA, says Linville. As for him personally, "I would voluntarily join NEA today, even if I could get local and state membership without it."

CALIFORNIA

Beverly Hills remains one of the nation's wealthiest communities, but funding for its school system has dropped so sharply that the district faces a budget deficit of nearly $4 million this year.

The schools' financial plight, made worse by low state aid, has prompted the five-member school board to call on the Beverly Hills Education Foundation—which includes merchants such as Gucci and Giorgio's on exclusive Rodeo Drive—to raise funds. So far $750,000 has been pledged over each of the next two years.

Meanwhile, for extra revenue, school facilities are being rented after hours to the city.

What money the district has is going to buildings, not to the teachers—who have long been lauded for providing a top-flight education to Beverly Hills students.

The Beverly Hills Education Association is fighting back. At press time Association members were pushing for voter approval of a new parcel tax on all land, with proceeds directed to schools.

And BHEA is gearing up for November's school board elections, reports President Kenneth Eaves, in hopes of electing more pro-education board members.

COLORADO

Three local Associations in Colorado have independently developed intervention programs to deter negative, even life-threatening behavior by their students or to provide support when tragedy strikes.

Last fall, the Colorado Springs Education Association launched the Sextant Program, which encourages every school district employee to serve as a mentor to a student who's at risk for dropping out.

In suburban Denver, the Jefferson County Education Association's suicide prevention task force last year developed and distributed a pamphlet aimed at teenagers, called "Save a Friend, Share a Secret." This year JCEA and the school district are creating the JeffCo Connection, a network of local parent, social service, mental health, church, and law enforcement groups that can be called on to help youngsters going through a rough time.

Halfway between Colorado Springs and Denver, the Douglas County Education Association persuaded the school district to form a crisis intervention team after several widely publicized tragedies involving students or their families occurred almost simultaneously. DCEA has also provided training for the group.

MAINE

The Pine Tree State's 18-year-old bargaining law has enough loopholes that school boards trying to cut Associations out of key decision making can do so without risk. And in three communities, the boards are doing just that.

Within recent weeks, school boards in Pembroke, St. Agatha, and Greenville have unilaterally extended the school day with virtually no consultation with the local Associations representing teachers.

Boards in all three towns are paying only lip service to the bargaining law's requirement that they meet and consult with teachers on the impact of any proposed change in education policy. They've extended the school day and added as much as a week's more class time to teacher workloads without any discussion of additional compensation.

School Administrative District #33 Education Association President Cleo Ouellette says her school board's actions have caused some experienced teachers to think about working elsewhere.

"We could lose half of our veteran teachers, who've provided stability for our programs," notes Ouellette. Other Association leaders see the boards' actions as PR ploys—attempts to show their communities how "fiscally responsible" they are by keeping employees on the job longer. Most agree the unilateral extensions of the school day have little to do with better education. □

ILLINOIS STRIKE CONTINUES

IEA-NEA

Left: Homer, Ill., teachers and friends at the state capitol. Below: NEA President Mary Hatwood Futrell greets Nicholas and John Farney, sons of Homer leader Jim Farney, and pledges NEA support.

Showdown in Homer

What does it take to move a recalcitrant school board from its hard-line bargaining position? Dedicated teachers? The state board of education? Perhaps the governor's office?

In Illinois over the past year, all three have tried. But the Homer school board remains unmoved.

The 27 members of the Homer Association of Teachers (HAT)—11 of whom don't have tenure—remain undaunted in their struggle to preserve contract rights and resist erosion of what is already one of the lowest salary schedules in central Illinois.

Ever since bargaining began last April, the school board has attempted to take back maintenance-of-standards and just-cause language negotiated in prior agreements. The board has also refused to negotiate in a meaningful way over teacher evaluation and class size.

While Homer could afford to provide a decent raise for teachers, the board has offered little more than a $1-a-day pay increase over two years, on a salary schedule that now tops out at $22,000.

Exasperated HAT members went on strike in mid-October. Late that month, the board hired scabs at $92 a day—a pay rate that exceeds the salary of more than half the Homer staff!

"Community support has been outstanding," reports Illinois Education Association (IEA) President Reg Weaver. "Parents kept their children out of school for 16 days after the board hired substitutes."

Homer teachers are especially concerned about the quality of education students are receiving. Some children have had as many as 12 teachers this year.

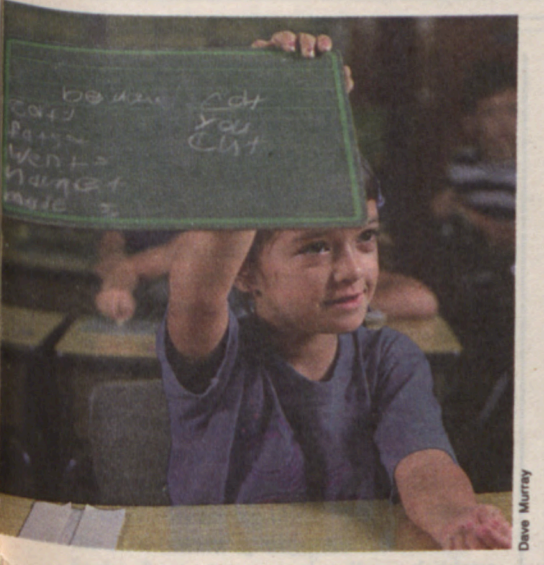
Concern for striking teachers has spread throughout the state. IEA's "Adopt-a-Homer-Teacher" program has raised $40,000 so far.

NEA President Mary Hatwood Futrell visited Homer in February to express support. "Quality education demands professional salaries and working conditions that will keep talented men and women teaching in our nation's classrooms," she told a press conference.

The school board has now voted to permanently replace the 27 teachers, but the state board of education is investigating the quality of education provided by the substitutes.

At press time, Homer teachers are awaiting the results of the state board's inquiry—as well as rulings on 30 unfair labor practice charges HAT has filed. □

IN THE CLASSROOM



Dave Murray

SPELLING

A LOST ART?

With all the distractions of our video age, teaching today's kids to spell can be an uphill battle—but many Association members are making it a priority.

Andrew Ratkind

McCall, Idaho, fourth graders Justin Congleton (left) and Chris Carrier, guided by teacher Joan Babineau, move oaktag letters onto laminated cards to spell out words.

A relentlessly long-running TV commercial brings the "subject" into American homes. How do you spell relief? the announcer intones.

And as if language skills had something to do with heartburn, an antacid product is spelled out before our eyes. Hokum, ad nauseam.

Otherwise, spelling keeps a pretty low profile these days. Telephones have all but rendered letter writing obsolete. What writing is still done is increasingly accomplished on personal computers equipped with handy "spellcheck" programs to ferret out and correct misspellings. Has "being a good speller" become a dying art?

Not if NEA members in elementary schools from coast to coast have anything to say about it. Modern culture notwithstanding, written literacy is not about to disappear. Employers, after all, continue to require job seekers to fill out written applications.

One measure of an educated person, teachers like Idaho's Robert Tolman say, is knowing the difference between *there*, *their*, and *they're*. "There's nothing that makes you look stupid faster than not being able to spell," asserts Tolman, a fourth grade teacher in Idaho Falls.

And as long as states continue to mandate that an average of 15 to 30 minutes of spelling a day is required in early schooling, the emphasis on spelling will remain.

The way spelling is taught has gone through some subtle variations in the last few years. Granted, in some schools spelling instruction has changed little since the early 1900s, when tried-and-true word lists were trotted out on Monday, students were required to use each word in a sentence on Tuesday, take a trial test on Wednesday, use the words in a story on Thursday, and take a final test on Friday.

But that predictable routine is being broken in more and more schools as imaginative teachers seek to apply the latest research findings.

Researchers continue to stress that learning to spell, like learning to speak, is a developmental process. It's hazardous, they warn, to lock first through third graders into rote memorizations of a vocabulary they're only just learning to appreciate.

Far better, the research suggests, to let children begin to write using simple phonetic inventions (kar for car), then later move to recognize and conform to correct spellings, as their visual memory and auditory discrimination increase and they gain an appreciation for the structure of words (prefixes, suffixes, roots).

"Teaching spelling through skill-and-drill is a case of the tail wagging the dog in language arts," asserts University of Alabama education professor Mary Ann Manning. Her view—shared by the National Council of Teachers of English—is that spelling should *never* be taught in isolation from reading or writing. Rather, as a subskill in the language arts curriculum, spelling should be developed as a tool—along with vocabulary and word knowledge—for creative expression.

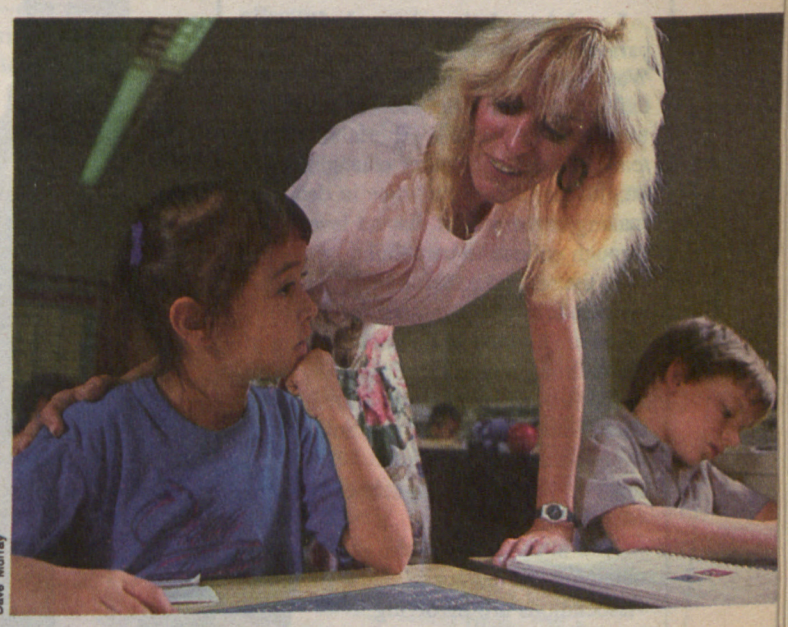
Even so, a hemorrhage of red ink disfiguring the creative work of fifth graders is not Susan Seehafer's idea of teaching spelling. Seehafer, a teacher at the West Ridge School in Provo, Utah, considers the quality of the writer's thought and imagination supreme. She adds words that show up misspelled in students' writing to their word lists later. So pupils deal with their spelling mistakes eventually—but not in the context of their creative written expression.

Seehafer finds her fifth graders spelling anywhere from fourth to ninth grade level, so pairing students of like ability for an individualized seven-part exercise reaps big learning gains. The exercises range from a closed-eye concentration on the word to continual repetition aloud.

At McCall-Donnelly Elementary in McCall, Idaho, Joan Babineau uses games and kinesthetic exercises to make spelling instruction fun and effective. She divides her fourth graders into pairs and trios and has them work together on word search games (large sheets of paper filled with letters spelling out words vertically, horizontally, and diagonally—forwards or backwards).

To help students who may be deficient in the visual memory that good spellers rely on, Babineau uses 9x3-inch cutout laminated letters so the children can boost their memory through sight and touch. Since experts point to the importance of emblazoning words letter by letter in the mind's eye, this multisensory approach has gained adherents throughout the country.

"I've seen my students improve more in spelling since using this technique than in the past 15 years of teaching with traditional methods," Babineau reports.



Dave Murray

In Fort Lauderdale, Fla., while other first graders write spelling words on the blackboard, Heather Perez, left, and Michael Celentano, encouraged by Edgewood Elementary teacher Terri Sprosty, try to spell the same words on small slates at their desks.

Many elementary teachers also notice that spelling improves significantly when students do their writing on microcomputers rather than in longhand.

Where computers aren't uniformly accessible, teachers look for other ways to get around the predictable sameness of spelling lists and drills. At Edgewood Elementary in Fort Lauderdale, Fla., for example, Terri Sprosty adapts the popular game show "Wheel of Fortune," along with tic-tac-toe game spelling drills, to give her first graders weekly spelling practice.

"I focus on repetition," Sprosty explains, "because it's clear that the more you bombard kids with the same words—while using games to avoid monotony—the more effective the memory process becomes."

While Sprosty has defined her own creative curriculum, she laments the lack of attention provided to spelling. The failure of in-service training and journal articles to address the teaching of spelling has left many teachers feeling the subject is not valued, she says.

With words like "lite" and "e-z" creating new forms of adspeak, and a national puzzle over the spelling of Moammar Gadhafi (Muammar Quaddafi?), the work of Sprosty, Babineau, and other dedicated teachers takes on special meaning. Though it's been 200 years since Noah Webster's *American Speller* topped the nation's bestseller list, elementary teachers will continue to do their best to sell the nation's youngsters on the merits of good spelling.

—Vicky Lytle

The Queen of Spelling Bees

Each year since 1925, the Scripps-Howard Newspaper Company has sponsored a national spelling bee. Last year's brought 183 junior high youngsters to the nation's capital for a final face-off. Those competing have already won bees sponsored by their local newspapers, which pay for the trips to Washington. First-place winners receive $1,500.

B-r-e-t-h-r-e-n, p-s-o-r-i-a-s-i-s, i-n-c-i-s-o-r: the young spelling whizzes recite the well ordered letters in this well ordered annual event with the confidence that comes from being the best in the country.

While spelling bees are as all-American as apple pie and science fairs, they've become a source of controversy. Although popular for their ability to recognize high achievers and promote a curriculum basic, these contests don't really encourage the teaching of the lifelong spelling skills all students need to master, many language arts experts say.

"Spelling bees promote rote learning, as opposed to methods that foster learning through visual imagery and progressive development," contends the National Council of Teachers of English.

Yet spelling bees continue to have a certain allure, as teachers look for ways to spark students' motivation and competitive drive. It's highly unlikely the bees will buzz away anytime soon.

DECISION MAKING...

WHO'S IN CHARGE HERE?

Is there a 'quality circle' or some other device for 'decentralizing decision making' in your future? What's in it for you and your students?

Behind fashionable buzzwords—"quality circles," "quality of worklife (QWL) programs," "international competitiveness," "formative assistance"—a new theory of decision making in organizations is taking hold. If you want to make better decisions about process, the theory says, move decision making down to the level where the work is done.

In education this means to the school building and the people who work there. And for local Associations, decentralized decision making means a new role.

Local Associations in such disparate locations as Florida, Utah, and Washington State are beginning to define a second generation of teacher unionism. In the first generation, teachers (and later other education employees) secured a voice in decision making at the school district level through collective bargaining.

In the second generation, local Associations are obtaining for their members a voice in decision making at the building level. They're giving form to the fifth of NEA's nine principles of educational excellence: that authority over educational decisions must be vested in local school faculty.

And in the process of obtaining that authority, local Associations are involving themselves in instructional issues.

The new decision-making groups at the building level—whatever they're called—bear no resemblance to the toothless "teacher advisory" committees of old.

"For one thing," notes Salt Lake (Utah) Teachers Association president Pat Arakaki, "it's our master contract that establishes school improvement councils in each building. Second, the faculty members who serve on each council are elected by the school's SLTA members—not chosen by the principal."

What topics can these groups take up? According to John Dunlop, NEA Affiliate Services manager for collective bargaining, "The best groups put no limit on topics to be discussed—except to say that participants can't undo decisions set forth in the collective bargaining agreement.

"Not every problem of concern to teachers is covered by the districtwide bargaining agreement," Dunlop adds, "so problems that aren't covered should be discussed in decision groups at the work site."

The best way to understand how the new decision-making groups work might be to look at a couple of examples in detail.

In Orange County, Fla., the initiative for the Teamwork Approach to Better Schools (TABS) came from the Association. In the 1985-86 school year, officials from NEA, the Florida Teaching Profession (FTP), and the Orange County Classroom Teachers Association (OCCTA) informally bargained the program with the Orange County superintendent.

The Association group wanted to establish small voluntary teams of teachers in five pilot schools. Each team would identify a desirable change in its school, then do whatever had to be done to achieve it.

The superintendent agreed to make sure participating teachers had release time. NEA Instruction and Professional Development made a grant to OCCTA to cover such expenses as training of team members in decision-making skills. FTP would help the local Association coordinate activities.

"We chose a mix of elementary schools, junior highs, high schools, and vocational schools so we'd have a variety of settings for our experiment," OCCTA president Ann Winn explains. "As advisers we held back and refused to get involved in any team's choice of a project. The decisions were meant to come from the bottom up."

The "desirable changes" the teams decided to work on varied widely from school to school—"and they were certainly different from what they would have been if the principals had picked them," Winn notes.

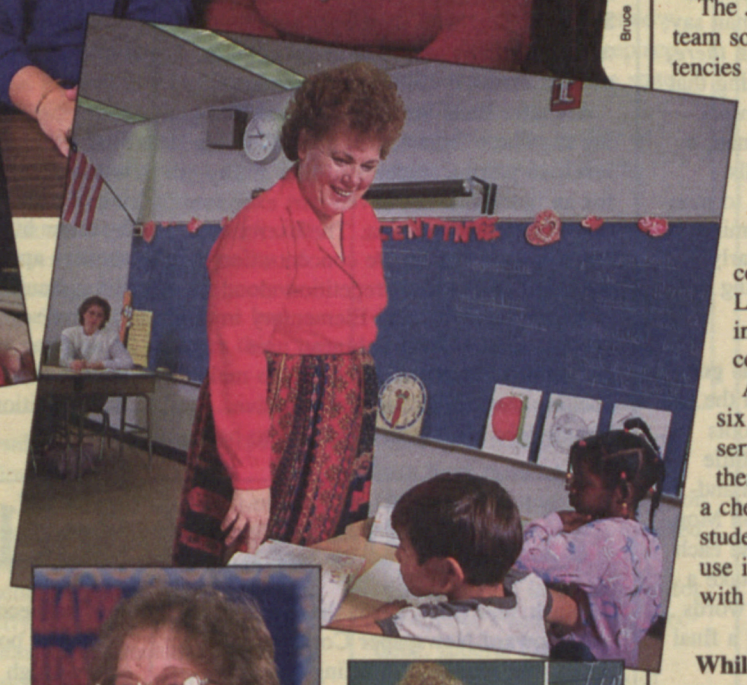
The Jackson Junior High TABS team sought to eliminate inconsistencies in discipline from teacher to teacher. The Apopka Senior High team identified ways teachers could train students in study skills and then organize students into groups that could decide how they would cover the material. The Ivey Lane Elementary team designed incentives to reward students for completing tasks.

At Tildenville Elementary, the six TABS teachers wanted to observe one another and to improve their teaching skills. They created a checklist of positive teacher and student behaviors. Colleagues can use it voluntarily and confidentially with one another.

While all these projects were going on—and because they were going on—changes were occurring in the local Association and in the role of its president. The TABS teams needed advice, and they needed training in decision-making skills. That training is now coming from Ann Winn, the local president, and UniServ and NEA staff members. But with TABS, Association leaders and staff are dealing with teachers as teachers, not as Association activists.

As Winn puts it, "It's been a wonderful change for me to spend so

Bruce Borich



Bruce Borich

Bruce Borich

Above, Ann Winn, president, Orange County (Fla.) Classroom Teachers Association, whose presidency was changed by the TABS team process; top, OCCTA team members from Tildenville Elementary (back row: Ellie Heil, Kevin Koziara, Margaret Nixon, Jane Voss; front row: Sarah Cramer, Ouida Hughes); above, right, Jane Voss works with second graders while colleague, Margaret Nixon, right, observes.

At right: Ivey Lane second grader Aja Warner (with TABS team member Jessica Beatty) has won the right to read aloud to fourth graders.

...AT THE BUILDING LEVEL

much time out in the schools—especially since I've had in hand an instrument for improving morale and instruction in those schools."

Also, as the Association enlarged its role to include professional development of teachers, members with interests different from those of traditional Association activists suddenly became activists themselves.

"People who've never been in the OCCTA office have volunteered for TABS committees," Winn reports.

Because it was OCCTA that got the TABS teams created, faculty at the five schools—including nonmembers—see the Association as an agent for change in the curriculum.

"The Association is strengthened when people can see it performing in both its union and its professional association roles," Winn concludes.

In another corner of the country, Association members in Seattle, Wash., also have established building-level decision-making groups. The Seattle Education Association's contract spells out how groups of teachers and paraprofessionals—the contract covers both—can choose special projects for their buildings. The groups also have authority to choose how to spend money for extras such as the services of a psychologist, a school nurse, or additional teachers, explains SEA President Carol Reed.

Three years ago, SEA members who are secretaries and clerical staffers at the district's central office were involved in a different kind of employee participation that's common in the private sector: quality circles. The initiative came from a district official and didn't involve the Association.

Gail Rillo, vice president of SEA's office employee unit, recalls the quality circle experience: "Our group met once or twice a week—during working hours—and discussed questions that cut across all departments. For me, the program was a great energizer. The fact that it existed showed that top management took seriously what everyone had to say.

"But quality circles died out," Rillo says, "when the executive who got them started took another position."

"If an innovation like that is to last," Carol Reed concludes, "you have to build it into the structure of employer-employee relations—through a collective bargaining contract, if that's what members decide they want."

In creating a decision-making group at the building level, say those who have tried them, educators should watch out for pitfalls:

► Principals who think school-based management means principals make all the decisions

► Burnout among team members

► Team members who individually or in factions don't accept others' wants as legitimate.

Having the local Association negotiate the basic ground rules for decision groups can help avoid these pitfalls. The major commitment to seek from the district is *time*. Time in the school day—at least one period a week—for groups to meet (often a common planning period for group members), and time in the school calendar for group members to get training.

Another requirement from the district is *money*—mostly to pay for training. Moral support from the central office also is crucial, because it signals principals that they should do whatever is necessary to make the group work.

"That often means being creative in making time for groups to meet," Seattle's Carol Reed explains. Enthusiastic principals often redefine non-teaching activities, such as hall patrol or faculty meetings, as time available to the group.

When a participation group works, people like the results. Typically the morale of group members shoots up.

Teacher participants—especially those whose projects bring them in touch with colleagues' teaching methods—get better at their jobs, notes Orange County's Ann Winn. People who were going to quit don't. New teachers improve more quickly.

TABS team member Heidi Burke of Orange County's Apopka High School—whose first team project was to get kids to direct their own learning—reports that 38 percent of her biology students improved their marks by at least one letter grade from first semester to second. Reason for the increase: "My students were the active participants and I merely their facilitator," Burke says.

Whether you call it a quality circle, an improvement committee, or a management team, participation in school decision making will end teachers' splendid isolation behind the closed classroom door.

But isolation wasn't all that splendid, because it meant that someone else made the decisions about what texts or materials or mix of children would come into the classroom. Someone else decided how the school day would be organized. Yet these are the variables that determine whether a school is effective.

If teachers and others directly involved in instruction can start affecting those variables, they can make the impact on students that school reform is all about.

—Nancy R. Needham

Are You Ready To Field a Teacher Team To Make Decisions for Your School?

Association leaders say go for it, if—

☐ A mutually respectful relationship exists between your local Association and the district—probably as the result of several successful collective bargaining agreements.

☐ Your local Association has thought out how building-level decision groups will relate to collective bargaining.

☐ Your local Association and the superintendent have worked out a satisfactory commitment of district resources—including money—to decision groups.

☐ Your principal is comfortable with power-sharing.

☐ Participation in decision groups will be voluntary.

☐ Your principal's the type who'll find time in the daily schedule for decision-group members to meet.

—N.R.N.

Denver Teachers: Pioneers in QCs

The latest thrust for employee involvement in workplace decisions may owe a lot to the influence of Japanese industry, which makes wide use of worker quality circles. In education, however, the notion of employee involvement isn't completely new.

Since 1967, the Denver Classroom Teachers Association has had a provision in its contract for teacher "school building committees." Principals must consult with the committees—in some cases even obtain agreement from them—on routine school operations and on questions that arise from implementing the contract.

Ernie Leyba

DCTA's Jan Erskine

"The committees have been able to head off problems that would otherwise have led to group grievances," says DCTA president Jan Erskine. "I'm thinking of situations where a change in, say, the way playground duty is scheduled could give teachers extra planning time.

"Now there's talk in the district of 'site-based management,' so we hope to involve the committees in matters like school-level budgeting, scheduling classes, and interviewing candidates for jobs.

"Of course," Erskine adds, "teachers who serve on the committees are going to have to be trained to make decisions in these new areas, or reform will be a sham."

—N.R.N

And for Students: 'Learning Circles'

It's no coincidence that many of the education reformers who would give teacher groups more power over their work would also give student groups more power over theirs.

In the student team approach—as set out by researchers such as David and Roger Johnson at the University of Minnesota and Robert Slavin at Johns Hopkins University—teachers are managers who assign work to groups of students. The students decide how to divide up the necessary work and sink or swim on the quality of their joint product.

The group approach works, advocates say, because it gives *all* students incentives to learn in depth—something that the traditional classroom gives only to the top students, the ones who always "win" the interstudent competition.

In Hingham, Mass., Association member Roy Smith has been using David Johnson's "learning circles" approach for 10 years with his English and humanities classes at Central Junior High School.

"Groups of from two to five students can learn almost anything better than students alone," Smith finds. "If the topic is writing an essay, they edit each other. If it's learning content—such as medieval history—they take an event like the death of Joan of Arc, send one person to the library to look in the vertical file, another to the encylopedia, a third to their textbook. Then they put together what they've learned and write it up for a 'medieval newspaper.' "

—N.R.N.

Decision Groups and Learning Groups: A Reading List

Circles of Learning: Cooperation in the Classroom. David W. Johnson and others. Rev. ed., 1986. $10 plus $2 postage and handling. Interaction Book Co., 7208 Cornelia Dr., Edina, MN 55435.

Control Theory in the Classroom. William Glasser, M.D. 1986. $14.45; paper, $5.95. Add 5 percent for postage. Harper & Row, Keystone Industrial Park. Scranton, PA 18512.

Inside the Circle: A Union Guide to QWL. Mike Parker. 1985. South End Press. $10 plus $1 postage. Labor Education & Research Project, P.O. Box 20001, Detroit, MI 48220.

Joining Together: Group Theory and Group Skills. David W. Johnson and Frank P. Johnson. 3rd ed., 1987. Prentice-Hall.

Student Team Learning: An Overview and Practical Guide. Robert E. Slavin. 1983. $7.95. Stock no. 1827-3-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

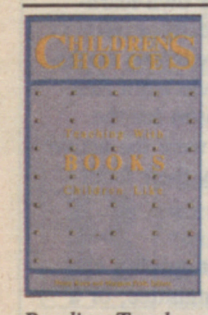
Worker Participation and American Unions. Thomas A. Kochan and others. 1984. $17.95; paper, $12.95. Postpaid. W. E. Upjohn Institute for Employment Research, 300 S. Westnedge Ave., Kalamazoo, MI 49007.

For a sample newsletter on NEA's Teamwork Approach to Better Schools (TABS) program, write to NEA Instruction and Professional Development, 1201 16th St., N.W., Washington, DC 20036.

RESOURCES

Free or Inexpensive

READING

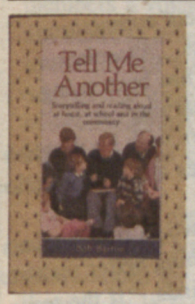


Children's Choices: Teaching with Books Children Like. Nancy Roser and Margaret Frith, editors. Compiles past annual lists of "Children's Choices"—the most popular trade books of the year—from *The Reading Teacher* and gives suggestions for using trade books in K-8 reading and English classes. 119 pp. $7.50; IRA members, $5. International Reading Association, P.O. Box 8139, Newark, DE 19714.

MATHEMATICS/SCIENCE

Mathematics and the Search for Knowledge. Morris Kline. Describes for the general reader the development of mathematics as a tool for exploring the physical world. 257 pp. $7.95 plus $1 postage. Oxford University Press, 16-00 Pollitt Dr. Fairlawn, NJ 07410.

LANGUAGE ARTS



Tell Me Another: Storytelling and Reading Aloud at Home, at School, and in the Community. Bob Barton. The Canadian master storyteller tells how to use stories that you read—or, better, that you tell—in your classroom. 160 pp. $10 plus $1.50 postage and handling. Heinemann Educational Books, 70 Court St., Portsmouth, NH 03801.

SOCIAL STUDIES

Teaching Thinking Skills: Social Studies. Karen Rosenblum-Calé. The first in a series on Teaching Thinking Skills in the Content Areas. Explores techniques for incorporating thinking skills instruction into K-12 social studies classes. 48 pp. $6.95. 0205-9-00-D. NEA Professional Library, P.O.Box 509, West Haven, CT 06516.

LEARNING DISABLED

Help for the Learning Disabled Child: Symptoms and Solutions. Lou Stewart. Describes behaviors that learning disabled students display in the classroom and suggests actions teachers can take to deal with them. 47 pp. $10. Slosson Educational Publications, Inc., Code S-10, P.O. Box 280, East Aurora, NY 14052.

THEATER/VISUAL ARTS

Broadway Backstage! A project of the City of New York and The Shubert Organization. A multimedia slide presentation on videotape that showcases the backstage team—135 stagehands and production people—of the hit musical *Cats*. 15 min. VHS. Poster shows cutaway view of the Winter Garden Theater (the show's Broadway home). Videotape and poster are available on free loan to high school teachers from Midtown Management Group, 120 W. 44th St., New York, NY 10036.

ANTIDRUG PROGRAMS

Help Someone To Just Say No. Poster/study guide featuring Tempestt Bledsoe and Malcolm-Jamal Warner of "The Cosby Show" describes four activities high school students can use to encourage younger students to reject drugs and alcohol. Single copies free. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Say* No and *Say...Yes to Life! Argus Posters for Education. A pair of posters—one featuring Garfield the Cat; the other, a happy group of K-12 students. One two-poster set free to each school. Up to five additional sets, $3 each for postage and handling. Argus Communications, 800/527-4747; in Texas, 800/442-4711.

The "Just Say No" Club Book. Describes how to organize a club and presents activities for children aged 7-10 and 11-14. 225 pp. $10 postpaid. Just Say No Foundation, 1777 N. California Blvd., Suite 200, Walnut Creek, CA 94596.

Idea Exchange

Pick a Pack of Props For Parents To Peruse

Imagine sending second graders home with a backpack full of books, pamphlets on good health habits or cooperation, flashcards, and jigsaw puzzles. A great way to involve families—but surely *expensive?*

Not the "Home Involvement (HI) packet" that Nancy Goble has developed at Northbrook Elementary School in Mendota, Ill. There's only one kit, and each student takes it home for one week—just long enough to give parents some ideas.

When the packet comes back, Goble checks it over ("Students are very

responsible about bringing everything back") and updates the contents to keep the packet current with class work.

The backpack's 35 to 40 items include an explanatory letter to parents and a list of the contents, with tips for their use and care. Very popular is "Our Journal for Parents," a blank book for parents' comments.

"It's nice to know how much you care about our child's education both in and out of the classroom," one parent wrote. "Thank you for making learning fun for all of us!"

Gubernatorial Goodies

Apple and apricot pie from Massachusetts' Michael Dukakis, a vegetable casserole from California's George Deukmejian, brownies from Kentucky's Martha Layne Collins...

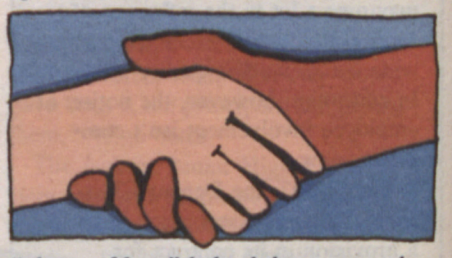
These and some 50 other governors' favorite recipes went into a cookbook that Virginia Coulter's sixth graders made for their mothers one year. Coulter (now teaching fourth grade at Elm Park Elementary School in Worcester, Mass.) asked her students to write each governor requesting a recipe—and the governors responded.

"The students learned that even if you're writing a governor, if you do the best you can, you can get a response," says Coulter. "Although it was a writing project, ultimately it's about living in the world."

For Those in Misery, Company—and Counsel

Five years ago, counselors Joe Rampulla and Evelyn Hecker at the Warren Middle School (Warren Township, N.J.) invited students with divorced or separated parents to form a support group. A dozen youngsters volunteered for 10 weekly meetings.

Videotapes, role playing, and guest speakers, combined with discussion and



"plenty of love" helped them so much that the next year 27 students came forward, and three groups were formed.

Since then, Rampulla and Hecker have formed groups for youngsters whose parents have died, whose parents are alcoholic—or who just want to lose weight. This year, Rampulla is also giving all the sixth graders, in groups of about a dozen, an eight-session unit on stress management, coping, decision making, and rejecting drug and alcohol abuse.

Counselors can't provide this kind of help alone, Rampulla emphasizes: they need the support of the administration, the school board, and teachers and other colleagues on the school staff. □

TV/Radio Tips

Daddy—*ABC-TV, Monday, April 6, 9-11 p.m. ET.* A drama about teenage pregnancy.

In Search of the Constitution—*Thursdays starting April 16, 8-9 p.m. ET.* Bill Moyers discusses constitutional issues with legal experts including Supreme Court Justices Blackmun, Powell, and Brennan. A 10-part series.

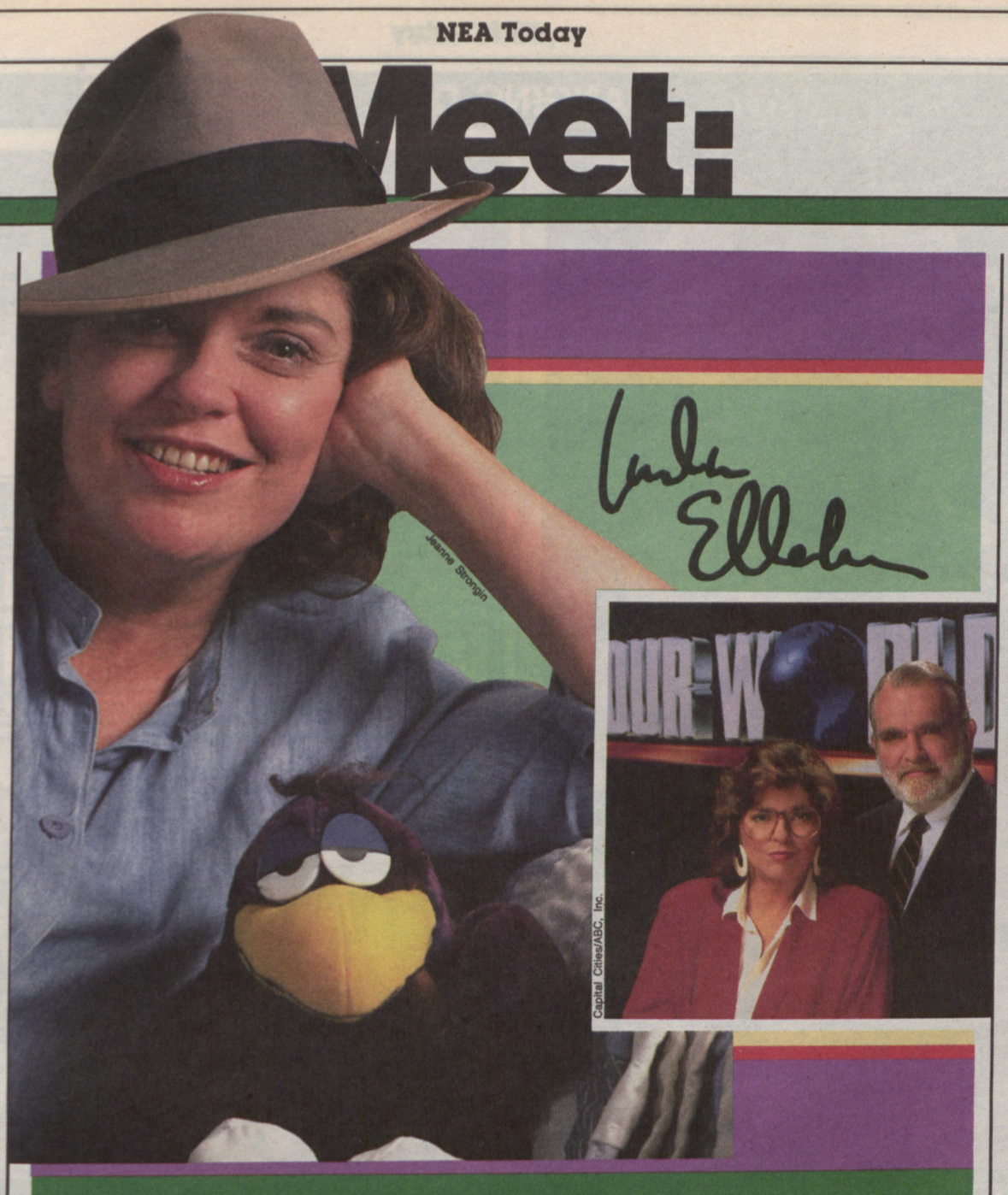
CBS Schoolbreak Special: JUVI—*Tuesday, April 21, 4-5 p.m. ET.* Docudrama looks at how well-intentioned laws sometimes abuse the constitutional rights of minors. Free teacher's guide available from CBS, 51 W. 52nd St., New York, NY 10019.

Be Smart, Don't Start! Campaign—*CBS-TV, various times throughout the month.* Joint public service campaign with Children's Television Workshop and the National Institute on Alcohol Abuse and Alcoholism presents brief messages aimed at preventing 8- to 12-year-olds from using alcohol. Free parent's guide, teacher's guide, and children's magazine available from the state campaign coordinator of your state's alcohol-related agencies. (Look in the state government section of your phone directory.)

The National Teenage Drug and Alcohol Abuse Quiz—*syndicated; check local listings for date, time, and station.* In a compelling self-diagnostic test, 16 teenaged recovering alcoholics and drug addicts respond to 13 questions approved by the National Council on Alcoholism. Stations may use the NEA logo and suggest that classroom teachers use the test together with the NEA Professional Library publication *How Schools Can Help Combat Drug and Alcohol Abuse.*

Tribute to America's Teachers—*The Learning Channel, Tuesday, May 5; check local listings for time.* NEA, in cooperation with the Council of Chief State School Officers and *Good Housekeeping* magazine, interviews the four 1987 Teacher-of-the Year finalists in a National Teacher Day special. □

Meet:



Making History Live—on Thursday Night

In her 1986 bestseller "And So It Goes": Adventures in Television,* *Linda Ellerbee of ABC News characterized a one-time colleague (NBC's Andrea Mitchell) as "rapid-fire funny, industrial-strength smart."*

Ellerbee might have been describing herself. She's a reporter (first for CBS affiliates in Houston and New York City, then for NBC and now ABC network news) who gets the story—but can stand back from it. TV watchers will remember her wry observations on the "TGIF" segment every Friday on NBC's Today Show *or on NBC's* Overnight, *the show on which Ellerbee first signed off "And so it goes."*

Last fall, Ellerbee and co-anchor Ray Gandolf began a prime-time magazine show for ABC called Our World. *The series recreates crucial periods of recent history from contemporary film and photos—plus fresh interviews with witnesses.*

NEA Today's *Nancy Needham talked with Ellerbee in her New York office (under the eyes of the cartoon character Shoe, one of several office totems) about* Our World's *implications for teachers and students—an audience the series has particularly sought.*

Who's watching *Our World*?
Lots of people. Parents write and thank us for putting the show on. They appreciate that we're covering events—especially the sixties, the antiwar and civil rights movements—that their children don't seem to learn about elsewhere.

And teachers are assigning kids to watch. In fact, one parent wrote to complain that she could no longer watch *The Cosby Show*, which runs opposite us, because her daughter had been assigned *Our World* every week.

You've taken on Goliath, going up against *The Cosby Show* on Thursday nights.
That's okay, we tell people to tape Cosby and watch us.

How do you put together an *Our World* show?
Each week's show has a team of three or four producers and researchers. They tape the interviews with witnesses and identify the themes. Like detectives, they find props, still photos, videotape and movie footage. They got hold of all the original screentests for *Gone With the Wind*, so we did a whole show on the shooting of that movie.

For each show, the researchers bring me a box of actual newspapers and magazines of the time—say, the summer of 1969, which was our first show. (These are the same magazines that end up on the newsstand behind us on the set.) I also get huge ring binders full of historical material and a stack of books. To write my own essays, which appear at the begining and end of the program, I have to immerse myself in the period.

The involvement is so intense that you get into time warps. Somebody will come in to talk about 1939 when I'm in the middle of 1952. Last summer, when I was working on the first show, I dated a check September 23, 1969.

In your book "*And So It Goes*," you say you prefer "writer's shows." What's a writer's show?
In good television, pictures tell most of the story, but a magazine program like *Our World* is a writer's show because the producers leave space for the writers—in this case Ray Gandolf and me—to tell viewers what *we* think about the pictures' meaning.

For *Our World*, I do most of my work off-camera, sitting on the corner of a sofa, writing about what I see and read. That material eventually ends up on the program—spoken by me.

Did you have a teacher who helped you learn to write?
At Lamar High School in Houston I had an extraordinary teacher, Mabel Scott. She made me read beyond my ken—and write as well. She told me I was good—I wasn't—but she kept me writing.

This year a friend gave a party for me in Houston, and I told him to find Mabel Scott and invite her, so I could thank her for all the good things writing had done for me. She came, and I did thank her.

I've also quoted some of my teachers in "curtain lines." These are anecdotes about little-known events that Ray and I tell at the end of the show while the credits are running.

In a curtain line for "The Summer of 1943: The Home Front," I said something like, "Some years later civics teacher Margaret Wisdom started 15-year-old Linda Ellerbee off right, when she said, 'Look, kid, all wars are about trade.'"

Have *Our World* interviews turned up any scoops—new information on past events?
On the 1939 episode a survivor tells the story of the ship *St. Louis*, which Hitler sent to Cuba in 1939 with 937 Jews on board. It was a propaganda ploy to show not only that Jews could leave Germany, but that nobody else would take them. It worked.

Cuba turned the ship away. It tried to go to Miami, but the U.S. also turned it away—supposedly because of immigration quotas. The *St. Louis* went back to Europe, and Belgium and France took a few of the passengers. The rest were returned to Germany and sent to concentration camps, where most were killed.

This isn't new information, but neither I nor my two children had ever been taught about this incident in school. Ray had happened to learn about it a couple of years ago. It's a shameful piece of American history. But it's important for us to teach about an incident like that because—like it or not—it's part of the way we were.

***Our World* covered student protests in the 1970 show. What's your opinion of today's students?**
The generation now in their twenties are cynical about politics, I think. But the teenaged generation—which includes my children—is activist.

The day we were taping the essay for 1970, the phone on the set rang, and it was a police officer in Washington, D.C. He said he had arrested my daughter, Vanessa, who is a college student. I said what for? He said people were demonstrating against the Strategic Defense Initiative. I said I know, she went with my permission. He said 100 demonstrators had lain down in traffic. I said, was my daughter one of those? He said no. Then he said three protesters had turned 100 live chickens loose in Washington rush hour. I said, was my daughter one of those? He said yes. We discussed how she would be released.

An hour later, I was taping my essay on free speech for that 1970 episode—I had written it days before—when there in the control room, on the network feed from Washington, was my daughter Vanessa holding a chicken.

So you think demonstrating is a good sign?
Yes, it implies that the students know something about the issue and that they're questioning.

Now, neither of my children agrees with me politically. Vanessa thinks I'm to the right of Louis XIV. My son, Josh, who's in high school, thinks I am to the left of—well, the accused Communists we covered in the 1949 episode.

You also say reporters should report history, not make it.
I feel strongly that we shouldn't be crusaders. If I want to step up on a soapbox, I feel I should step out from in front of the camera—except of course for the essay. Unlike a piece of reporting, that's supposed to be a place I can express my opinion.

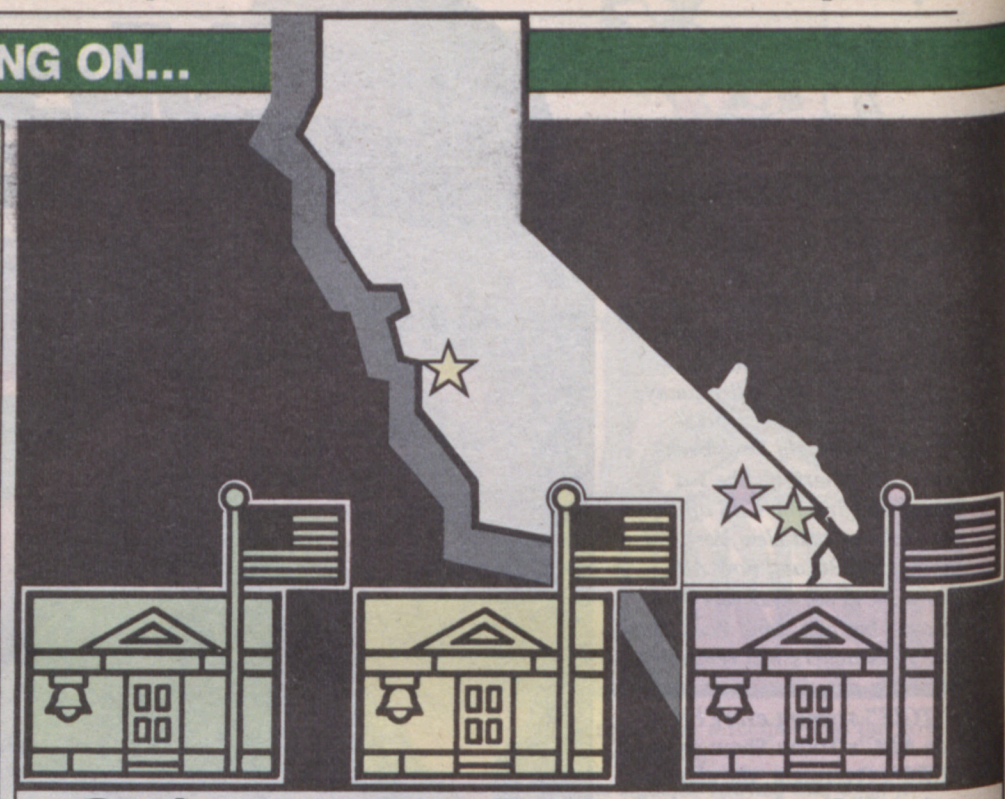
What message do you have for the nation's teachers?
Listen to your students. And believe it or not, students do remember the truly awful and the truly good. Try not to fall in between.

On second thought, stay out of the first category too. □

*Putnam, $16.95; forthcoming in Berkley paperback—and in a film version starring Marsha Mason as Linda Ellerbee.

Viewer's Guides to April and May (and past months') *Our World* programs are available from ABC Community Relations, 1330 Avenue of the Americas, New York, NY 10019.

HANGING ON...



CALIFORNIA'S ONE-ROOM WONDERS

America's public schools show great diversity, stark contrasts. Huge metropolitan schools serving thousands of kids coexist with education outposts like the California one-room schools featured here—three schools with a combined total enrollment of 65.

In the mid-1940's, there were 172,000 public schools nationwide, 43 percent of them one-room schools; today there are about 85,000 public schools in all, some 800 with a single teacher.

California is down to about a dozen one-room schools. They share one characteristic: simplicity of teaching and learning. Older kids are mentors to the young. And the younger children often respond to questions aimed at their older peers, who are likely to be their brothers and sisters.

The schools on these pages mirror the unhurried pace of the communities they serve. Certainly they're off the beaten path. Yet the teachers have the same goal as their colleagues everywhere: to help kids learn.

"We're a little different," say these three teachers. "We like it that way."

CHEMEHUEVI VALLEY SCHOOL

At 6 each morning, Dorothy Niemi walks down to the Arizona shore of Lake Havasu, hops aboard a motor boat, and makes the 10-minute ride to the California side, where she gets into her 1952 jeep for the short drive to Chemehuevi Elementary and her 27 students in grades K-6.

This is Niemi's first year at the school, which is located on the Chemehuevi Indian Reservation but run by the Needles school district. Niemi moved to this desert area after three years in Zuni, N. Mex., where she taught sixth grade.

Just this past January, Niemi welcomed a second teacher—JoAnne Michelin—to her school, so now she can concentrate her efforts on the 12 students in grades 3 through 6 while Michelin focuses on the younger 15.

"Ours is an unhurried pace," says Niemi. "We have time to pause, look around us, appreciate the beauty of this area—yet we have up-to-date texts and materials, a mobile library, computers—things to help us give the kids a good education. It would be nice, though, to visit a teacher's lounge."

Above: first grader Jolene Shaffer. Right, Arizona native Dorothy Niemi, now teaching at California's Chemehuevi Valley School.

Top left corner: Hanging out at Chemehuevi Valley School are (from left) Sierra Pencille, Athea Smith, and Darci Richhart.

Left: Following a ten-minute boatride across Lake Havasu, Niemi hops aboard a 1952 Jeep and drives to her school.

Photos by Bob Riha, Jr.

...TO TRADITION

Larry Hamilton, foreground, and Jeremy Howard at two of Parkfield School's four computer terminals. The school soon will add a fifth terminal. Parkfield's heavy equipment is bolted to walls and floors to keep it from moving during earthquakes.

Below: Parkfield kids board the bus for the trip home.

Above: 12 of Essex School's 17 students. The youngest is 5, the oldest 15.

Right: Mary Howard reviews the alphabet with kindergartner Jimmy Howard, her nephew. Howard's taught as many as 26 students and as few as 14 in her nine years at Essex School.

PARKFIELD SCHOOL

Teacher Duane Hamann's getting used to the attention, and so are his 21 students. Scientists by the carloads, often with the media in tow, have traveled to the Parkfield area to see if, and how much, the ground's moved.

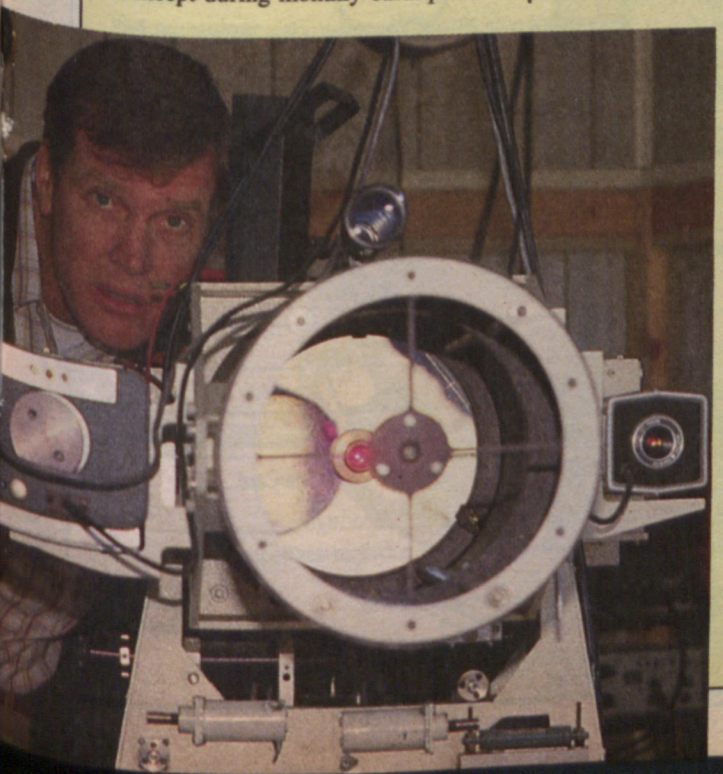
Some 180 miles north of Los Angeles, Parkfield is about dead center on the San Andreas Fault—the 745-mile-long gash in the landscape that could set off California's next big earthquake. Parkfield has experienced an earthquake every 22 years with one exception since 1857; the next one's due around 1988.

Except during monthly earthquake drills, Hamann's kindergartners through sixth graders don't think that much about the fault. But Hamann measures movement along the fault every other day on behalf of the U.S. Geological Survey.

Hamann likes the simplicity of Parkfield School. "When problems arise," he explains, "you handle them right here."

Hamann's 19-year-old son Kyler and his 12-year-old son Kris both attended Parkfield. Does teaching your own children lead to favoritism?

"No," Hamann says. "If anything, I probably was too tough on Kyler. I loosened up a bit on Kris."



Every other day, Parkfield teacher Duane Hamann aims a two-color laser toward reflectors located from a half mile to five miles away on both sides of the San Andreas Fault. Scientists use Hamann's data and information collected from other sensing devices to monitor movement along the fault line.

Photos by Bob Riha, Jr.

ESSEX SCHOOL

Education at Essex School, some 40 miles from Needles and the Arizona border, is a family affair. Association member Mary Howard's been teaching here for nine years; her mother, Exa Neilson, was at the helm for 17 years, from 1945 to 1962. With luck, Mary's daughter Kathryn, now a fifth grader, might be the next Essex School teacher.

Howard's 17 students respond to her disciplined but caring approach. She pays little attention to grade levels.

"What counts most," Howard says, "is adjusting the lessons to the child, helping them in weak areas, and building on their strengths."

For many of her students, going to a school other than Essex would mean a long bus ride.

"They're better off here," Howard feels. "Most of the children can walk to school. And I can follow each student's progress year to year."

But aren't the kids a little too... isolated, a little too protected from reality?

"Not really," says Howard. "We're aware of what's going on in the world, including problems of drugs and crime. But that doesn't mean these kids—my kids—have to live in the midst of these problems."

—Bill Fischer

Above: Mary Howard with her mother and daughter.
Right: sixth grader Valerie Gable in the listening center.

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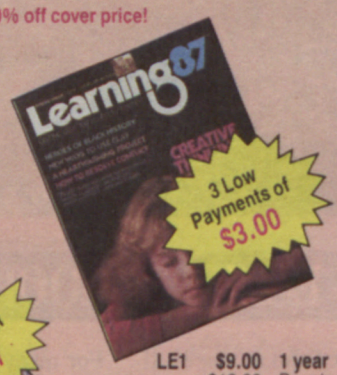

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FOOD FOR THOUGHT

When you shuffle into the school cafeteria come this fall, things are going to be different. New and revised school lunch recipes are on their way.

The U.S. Department of Agriculture (USDA) has commissioned a food consulting firm to revise the federally subsidized school lunch program's recipe card files—the first such revision since 1971. It's been a two-year, $320,000 project.

When the revamped recipes hit school cupboards, beginning next September, you should notice better tasting lunches that reflect today's nutrition concerns. Generally, you'll find less sugar, less fat, less salt. Much of the salt the recipes used to call for has been replaced with spices.

The new lunches will still provide one-third of the USDA-recommended daily nutrition allowances—and will still incorporate as many government commodities as possible. These USDA commodities, unfortunately, often tend to be beef, processed cheese, butter, and other foods health experts say Americans should cut down on.

Highlights among the new recipes include Mexican and Italian dishes, as well as pasta salads, quiches, raw vegetable dips, and pizzas made from whole wheat flour. Thirty of the recipes are brand new; another 120 are revised versions of earlier USDA recipes, updated for better taste and nutrition, according to David Overbaugh, executive vice-president of MDR Associates, the Fairfax, Va., consulting firm that revised the recipes.

In order to continue to receive federal subsidies, schools are expected to follow the recipes for basic content. All the recipes will adhere to USDA's 1983 nutritional guidelines and will include a nutritional analysis.

Congress created the federally subsidized school lunch program back in 1946 as a way of boosting Americans' nutrition. For many years the lunches were one-choice, somewhat "blah," cafeteria-style meals.

As the program evolved in the 1970s, more and more schools started offering alternative menu choices and fast-food-style fare designed to appeal to student tastebuds.

The reasoning: students allowed to choose their own lunch will eat what they've selected and waste less food. However, for schools to qualify for federal reimbursements, students must choose at least three of five food groups at each lunch: a meat or meat alternate, two vegetables and/or fruits, a bread or bread alternate, and milk. In many elementary schools students must take all five.

Biggest sellers? Many schools report pizza as the top favorite. Others say chicken—especially nuggets—has moved ahead of the ever-popular hamburger. Also gaining in popularity are Mexican items (tacos, burritos, chili), pasta products, make-your-own salad bars, fish-and-chips, and seafood platters.

Otto Schmidt

Students of the '80s have a say in lunchline offerings. "With choices they eat better," says Carolyn Lehnhart, head cook at Mansfield (Ohio) Senior High. She and other food service personnel learn what's hot (and what's not) from Youth Advisory Councils.

In many districts, "offer vs. serve" is still a fairly new concept. In Birmingham, Ala., for example, this is the first year the new serving style has been fully implemented at all schools.

"The kids like to make a choice," reports Daniel Payne Middle School cafeteria manager and Association member Sylvia Edwards.

In Mansfield, Ohio, John Simpson Middle School head cook Bertha Glorioso agrees. A cafeteria employee for 26 years, she remembers when the food was strictly "home-style," mostly based on government beef, chicken, and other inexpensive commodities. Now corn dogs, foot-long hot dogs, steak-ums, and other "fast foods" have joined the menu—but not to the exclusion of more traditional items.

"If we have a sandwich, I'll also put out a casserole," Glorioso says.

Serving what students like to eat makes sense and helps the school cafeteria keep within its budget, adds Mansfield Senior High head cook Carolyn Lehnhart.

"We find out what the kids like, and our director goes out of her way to put it on the menu," Lehnhart says. "We use a lot of government food, and it used to go down the drain."

Over the years, school lunch has become a $13.2 billion-a-year industry. Cafeterias in about 90,000 schools nationwide serve nearly 24 million customers daily, reports the American Food Service Association (AFSA).

Kim Kulish

Students choose from the five food groups, says Sylvia Edwards, cafeteria manager at Daniel Payne Middle School in Birmingham, Ala. There, student favorites are sloppy Joes, hamburgers, french fries, tacos, pizzas, and chicken nuggets.

But AFSA and other industry groups note that proposed budget cuts may impose serious hardships on needy students who now qualify for free or reduced-price lunches.

The Reagan Administration's proposed USDA budget calls for saving some $750 million in school year 1987-88 by cutting out the 24-cents-per-meal cash and commodity subsidy for students whose families earn more than $20,000 (for a family of four) annually. NEA will be working in Congress to defeat these proposals and maintain current funding levels.

—Edward O. Marshall

Food Service Workers Battle 'Privatization'

More and more Association affiliates are reporting threats—or actual attempts—by their school boards to "contract out" to private companies work that's now done by school district employees. Food service jobs are among those most often threatened.

But these threats can be turned back. In Florida's Seminole County last winter, the school board proposed turning over food service operations in the 40 county schools to a private food management firm. Although the food service employees were to have been offered jobs with the incoming firm, many employees were worried.

Fearing probable cuts in their hard-bargained wages and benefits, food service members of the NEA-affiliated Non-Instructional Personnel of Seminole County (NIPSCO) refused to give in or give up.

"We didn't believe we could beat them, but it turned out we had a lot of support," recalls Cay Westerfield, a food service employee at Tuskawilla Middle School in Winter Springs.

More than 200 food service personnel showed up for a school board meeting. Their protests were enough to tip the balance: the board defeated the contracting-out proposal by a vote of 4 to 1.

Then in the November 1986 elections, NIPSCO helped defeat the school board incumbent who had proposed the privatization scheme.

Food service workers have bargained a new master agreement that requires the school board to consult with the union in advance on any future plans to contract out the work of bargaining unit members.

—E.O.M.

People

Fred Mirilani

Like the most academically inclined of fifth graders who show up daily in **Christine Zajac's** (*above*) classroom, Tracy Kidder (*below*) is paying close attention and taking notes.

Similarities end there. Kidder is a Pulitzer prize-winning author working to chronicle a year in the life of Holyoke, Mass., Association member Zajac.

What does it take to be a teacher? Which techniques and disciplinary methods work best? These are the questions that intrigue author Kidder, whose exhaustive studies of the world of computers and home construction won critical acclaim in his earlier works *The Soul of a New Machine* and *House*.

Kidder doesn't expect to have his book-length study of Zajac's year ready until 1989. His view so far? "I'm struck by the hectic pace, the incredible distractions—and the downright hard work it takes to be a teacher."

Zajac finds classroom life under the journalistic lens all in a day's work. "I've made it clear that there's nothing unique about me," she says. "I'm a very structured teacher—everything's carefully planned. I'm just an average teacher in a complex profession." □

Fred Mirilani

Harmann Studio

Wisconsin math teacher Bob DeGroot leaves West DePere High School every day at about 3:30, but he doesn't head for home. DeGroot spends several hours after school at city hall, as the mayor of DePere, a Green Bay suburb with a population of 16,000.

DePere has among the very highest voter turnouts in the nation, so DeGroot makes sure he gives ample attention to his mayoral duties.

DeGroot, president-elect of the West DePere Education Association and a 25-year teaching veteran, was also mayor in 1974-76 and 1976-78. His third term began in 1986.

DeGroot's interest in town politics goes back a long way. "I used to tell my students that when people become part of a community, they must serve that community," he recalls. 'The students asked, 'When are *you* going to serve?' " That was all the impetus DeGroot needed to run successfully for district alderman in 1972.

Through the years, DeGroot feels he has successfully kept his two jobs separate.

"Parents will call me at school about school matters," he says, "and members of the community—unless there's an emergency—call me at city hall to discuss city matters."

Which job does DeGroot prefer?

"I love working with children and I enjoy working with the public," he answers. "I'd say the two jobs complement each other." □

Harmann Studio

It's a toss-up who enjoys the monthly meal more—the 100 homeless people who eat it, or the Ohio ninth graders who prepare and serve it.

It all began when two Association members at Groveport Freshman School—**Lana Borders** (*inset, left*) and **Marilyn Wagner** (*right*)—invited one of the directors of the nearby Faith Mission shelter for the homeless to speak to their living skills classes about the shelter and why people become homeless.

Led by Borders and Wagner, the teens planned, cooked, and served an evening meal at Faith Mission. What started as a one-time project is now a monthly event.

Beneath their hand-lettered banner proclaiming "We're glad we're here!" 30 students each month dish out such goodies as chicken, homemade noodles, green beans (from the community garden), fruit and gelatin, and made-from-scratch turnovers.

"Our students are not only socially aware," notes Borders, "but they now know a lot about consumer buying, nutrition, and comparison shopping." □

Eric Albrecht/Columbus Dispatch

Tim Parsons

When Fortuna (Calif.) High School math teacher **Gerald Hurley** says he can feel the earth move, he isn't joking.

The 20-year teaching veteran says his ability to predict earthquakes started back in 1983 when he woke up one morning and "had the feeling things were going to shake." A few days later, he learned there had been an earthquake in Idaho.

Over the years, Hurley says his body has told him of other impending earthquakes—via irritating vibrations in his ears and a feeling of being "hit" in the stomach. Hurley's predictions have achieved an accuracy rate of nearly 60 percent, he reports.

Hurley and some eight other people around the country with similar sensitivities are now part of Project Migraine, a small nationwide project headed by a Washington, D.C., specialist in electromagnetic and cell biology. The Project Migraine group as a whole has a success rate of 70 percent for its predictions.

Hurley believes his body's mysterious ability to sense earthquakes before they occur stems from a severe bout with viral pneumonia in 1983 that may have affected his inner ear, or a severe electric shock he received as a youth, or both.

Of note: Hurley predicts there'll be seven earthquakes within the coming months on the West Coast, and one of 8.0 magnitude on the Richter scale in the center of the United States. □

Beverly Shilling

"It's illegal to run out of fuel," explains New Mexico hot air balloonist **Karl Lohmann**. Which is reassuring, since a hot air balloon without fuel will come straight down. Balloonists burn a pound of propane a minute to keep the air in their balloon hot.

When not chancing it a couple of thousand feet up, Lohmann teaches reading at Twin Lakes Elementary School in Gallup, N. Mex., where he's a McKinley County Education Association member.

Lohmann has 1,200 hours in the air and holds both private and commercial balloonist's licenses. So he's long since learned not to run out of fuel (he survived one short plunge) or to make other balloonist's mistakes, such as going up in turbulent weather.

In fact Lohmann has become expert at changing the temperature of the air in the balloon so he can change altitude and pick up the layers of wind that are going where he wants to go—for example, to the ancient Indian ruins on the high plateau at Acoma, 150 miles away.

Kids and teachers in western New Mexico know Lohmann well. He gives every teacher new to the Gallup district a free balloon ride. And Lohmann and fellow balloonists frequently give demonstrations for students in which they take off from school playgrounds.

"We think of ourselves as story starters," Lohmann explains, "because writing teachers use us to start brainstorm exercises. Science teachers find us good for teaching about physics and weather." □

Jim Graham

When the letters landed in the dorms of the nation's top college athletes, they weren't your usual batch of fan mail.

In September, **Jack Spleen's** 24 fourth graders at John S. Clarke Elementary School in Pottsville, Pa., each sent sincere queries to their college football and basketball idols. Ninety percent of the athletes wrote back, with responses that went well above and beyond the usual form letter.

Each student posed eight questions, ranging from "What are your favorite foods?" to "What TV shows do you watch?" to "What is your advice on becoming a success?"

Some 100 replies have come in—five to 10 a week, ranging up to five pages long. Many of the athletes counseled the fourth graders on the merits of clean living—"just say no to drugs and alcohol."

Urged Miami's Heisman Trophy winner Vinnie Testaverde in a three-page letter, "Don't be afraid to say no. Drugs and alcohol wreck lives. Not only someone who uses them. But also the family and friends of that person. Care enough about yourself and your family and friends to say no."

Spleen arranged the letter-writing exercise to coincide with the school's Drug and Alcohol Education Program, as well as to enrich his own language arts curriculum. □

Public information about education is the name of **Toni Locke's** game, and she's been a star player since she was in high school.

Locke, a librarian at Lincoln County High School in Fayetteville, Tenn., writes letters to the Nashville *Tennessean* that not only tell readers what's really going on in the schools, but also win prizes from the paper itself.

"My mother has always been an avid reader," Locke says, "so naturally I started reading the newspaper when I was 11 or 12. I got interested in the editorial page, and I realized that a lot of the time the public misses out on the student viewpoint."

Locke wrote her first prize-winning letter to the editor when she was 15. The *Tennessean* rated it "three star," or best of some 100 received that day. From then on, Locke's letters have been winners. Of the 80 or so she's sent, 65 have been published and 30 were "three star." She's been invited to 21 of the paper's annual banquets for three-star letter-writers.

Over the years, Locke's letters have reflected her changing

TEA

viewpoint: from student to English teacher to high school librarian.

But "often it's the letters I think are best and have the strongest message that get left out," Locke muses. "I try to edit myself, because newspapers want the heart of the issue, not the details." □

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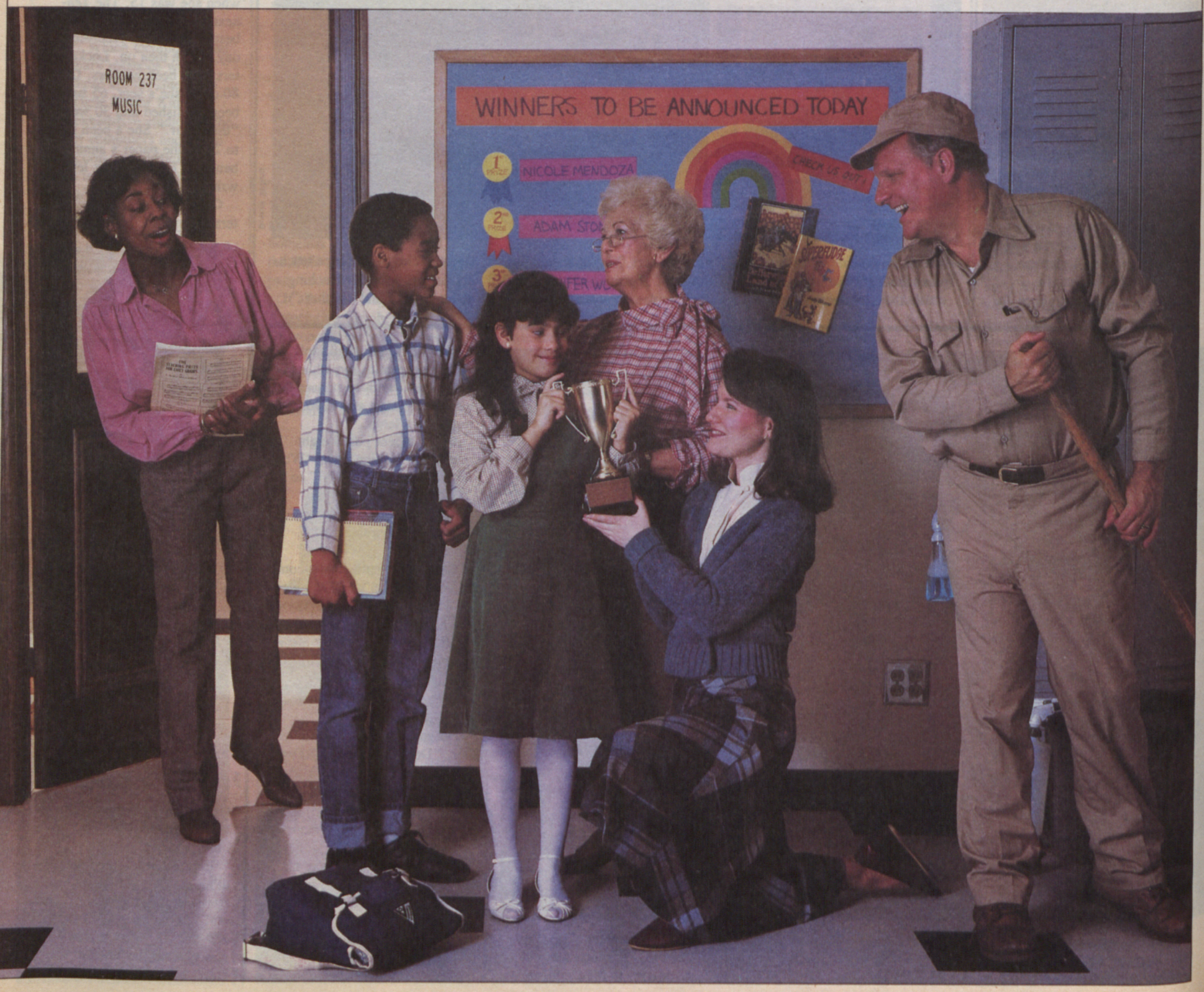

TECH TALK

Reelin' in the Years...

The video age strikes again...and again.

► Already in some schools the traditional bulky, multivolume encyclopedia sits next to a slim set of computer discs containing the same information.

► Reference books share shelf space with the Video Encyclopedia of the 20th Century—a collection of original film footage transferred to VHS or Beta tapes or videodiscs.

► Colleges and universities are increasingly marketing themselves to prospective students through videotapes highlighting campus life.

And now even the traditional high school yearbook has gone electronic. Instead of leafing through a thick volume of high school history, students can pop a cassette into their VCR and relive their school year once, twice, a dozen times.

Though few observers think video chronicles of the high school years will replace the print versions, the video yearbook notion seems to be growing.

It started at the college level, as students at Princeton, the University of Alabama, the University of Michigan, and elsewhere began videotaping their campus experiences. Now high schools, middle schools, and reportedly even elementary schools are following suit.

At Libby (Mont.) Senior High, an independent producer is taping video yearbooks as a supplement to students' traditional yearbooks. Several cassettes have already been completed, detailing everything from assemblies to band concerts.

But the video version is definitely not supplanting the traditional yearbook, reports Libby English teacher and Association member Marvin Sather. The relatively high cost of the tapes is one factor. And not all students have access to VCRs.

But for the students who do, the video yearbook can be exciting, Sather adds. Former students can come home from college and relive their high school days again and again.

Elsewhere, a growing number of private companies are providing cameras and footage for schools.

On the East Coast, North Carolinian Robert Levitan has founded Yearlook Enterprises in Durham. This year the company is scheduled to produce videos for 10 colleges and two high schools.

In Atlanta, it's an idea that's just sort of "snowballed," says Gregg Spivia, who with his brother, Rhett, launched Varsity Video last year. The company has signed 14 Atlanta-area schools to shoot video yearbooks. Next year Varsity Video hopes to go national, with a goal of attracting at least 100 schools.

The pitch is this: Varsity Video supplies the students and their advisers a training tape and written material on how to take good shots and what to look for. The company also supplies a state-of-the-art camera, a shooting schedule that includes major school events, and plenty of support equipment.

Then the students get down to it, learning by doing with "hands on" work—and seeing for themselves what careers in television or film could be like.

During the year, students film sports events, proms, candid poses, and whatever else happens on campus that they feel is important or newsworthy. Then the tapes, along with detailed logs, are returned to Varsity Video for editing.

The Spivia brothers boil the tapes down to a 30-to-45-minute final version and overdub them with pop tunes and news broadcasts of the day. When they're through, they return to the school and sell the tapes to interested students for $35 each.

At Park View High School in Lilburn, Ga., students are busy capturing the school year on tape, according to library media specialist and Association member Sara Burns.

"The company [Varsity Video] provided the camera and all the tapes you could ever use," Burns says. "All we had to do was get the students to start shooting."

As a sales incentive, she says, the company is offering the school $1 per tape profit for the first 100 tapes sold, and $2 for every tape beyond that.

Even though the video version of a student's year is visually compelling, Burns doesn't think video will ever replace the traditional printed yearbook.

"It's not nearly as comprehensive," she says. Although there are attempts to get the face of everyone in the school on tape, the printed yearbook is "the complete record of the school year," which can't be replaced.

But Burns admits, "This is exciting."

—Edward O. Marshall

RESEARCH CLUES

Extracurricular Activities: Shattering the Myth

by Robert McNergney and Martin Haberman

The connection between students' participation in extracurricular activities and their classroom performance is a hot topic in many parts of the nation. So hot, in fact, that many localities have instituted "no pass, no play," or even "no *C* average, no play" rules to keep failing students off the playing fields and, presumably, at their books.

Athletics—and band, hobby clubs, and the like—are no longer "extra," some educators and concerned citizens believe, but instead interfere with the academic activities of the whole school—and especially of those students who can least afford to go lightly on the books.

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

As early as the spring of 1980, researchers at what is now the U.S. Department of Education's Office of Educational Research and Improvement set out to investigate this issue by examining data on more than 30,000 sophomores and 28,000 seniors in 1,015 public and private high schools around the nation. They followed up by studying information collected from the sophomores turned seniors in 1982.

According to the researchers, 1982 seniors' involvement in extracurricular activities was quite high. Four-fifths took part in at least one activity. Over half participated in two or more activities, and a third took part in at least three. Seniors from small schools had higher participation rates than did seniors at larger schools.

Generally, extracurricular participation rates rose with socioeconomic level, enrollment in an academic curriculum, and attainment of a B+ or better average.

Want the Statistics?
A 7-page bulletin on the research reported in this column, "Extracurricular Activity Participants Outperform Other Students," is available free from the Education Information Branch, Room 300, U.S. Department of Education, 555 New Jersey Ave., N.W., Washington, DC 20208 (800/424-1616).

Differences in participation rates among racial and ethnic groups were small, with two exceptions: 55 percent of the black males—but only 44 percent of the white males—participated in varsity athletics, and higher percentages of blacks than whites were in chorus or dance.

The researchers also tried to determine what strict enforcement of a *C* average (2.0 GPA) standard would have done to extracurricular participation. Here's what they found:

► 85 percent of the varsity athletes and 81 percent of the other students had at least a *C* average.

► More of the young women athletes than of the young men had a GPA of 2.0 or above.

► 64 percent of the Black male athletes and 68 percent of the Hispanic male athletes met the 2.0 requirement.

► 88 percent of the participants in extracurricular activities met or exceeded the requirement, while only 72 percent of nonparticipants did.

Students who ranked high on academic measures were also heavily involved in extracurricular activities. In such courses as English, mathematics, science, social studies, computer science, and foreign languages, students who took part in four extracurricular activities earned 24 percent more credits than nonparticipants. They were almost 80 percent more likely than nonparticipants to spend three hours a week on homework. They were only one-third as likely as nonparticipants to have a GPA of 2.0 or below. And these participants scored higher on vocabulary, reading, and mathematics tests than did nonparticipants.

For some students, no doubt, extracurricular activities do get in the way of the books. For many others, however, extracurricular activities are extremely powerful motivating factors that seem to complement their studies. Without such outlets for creativity and expression, these students would suffer academically and personally.

The challenge for adults is clear but difficult: we must stretch ourselves to devise and implement policies that encourage successful student participation in *both* the essentials and the extras. If we want our schools' graduates to participate in life, we've got to get students off *both* the academic and the extracurricular sidelines. □

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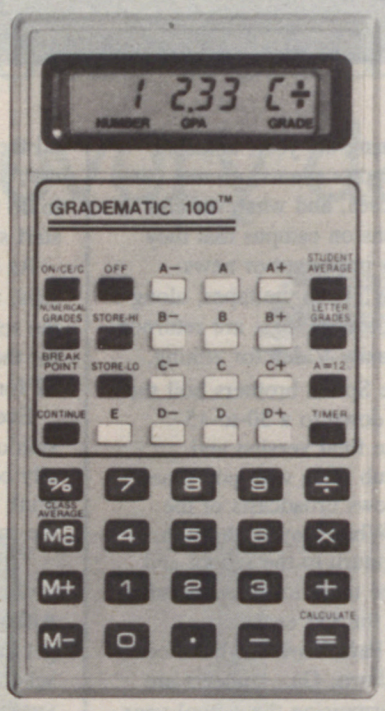

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	GradeMatic 100	$39.95	$3.50	
	Leather Case ☐ Brown ☐ Burg.	$10.00	——	
	Gold Initials [ ] [ ] [ ]	$1 ea. init.		

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NEA–4/87

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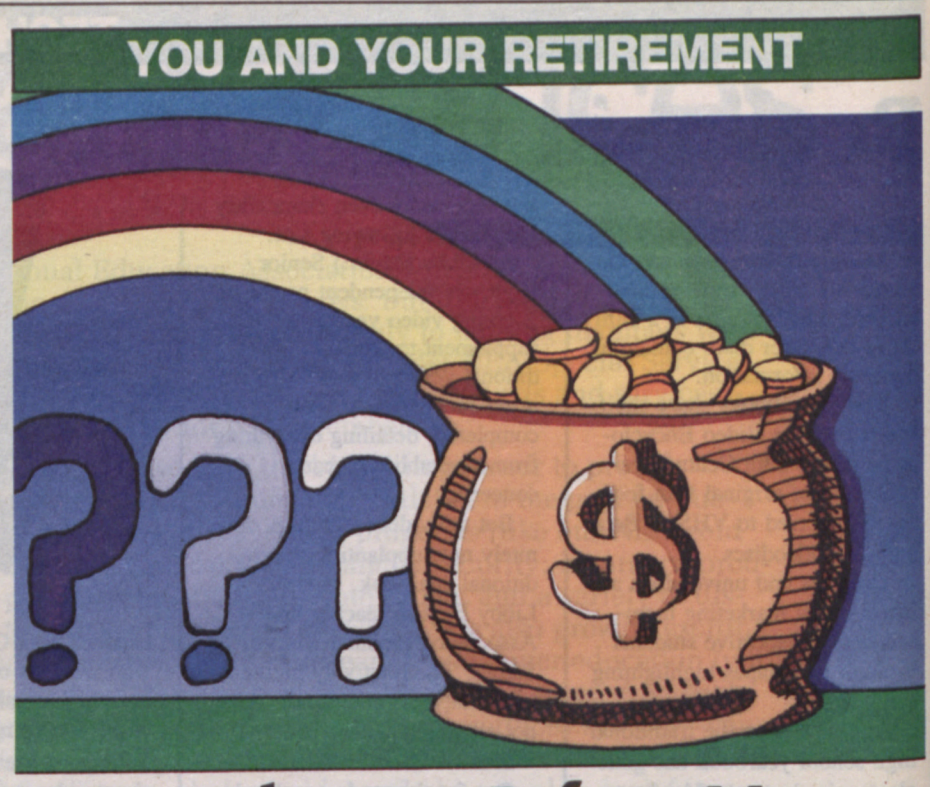


Here's What Tax Reform Means For Your Tax-Deferred Annuity

If you're depending on a tax-deferred annuity (TDA) to supplement your retirement income, you have little to fear from the Tax Reform Act of 1986.

But while the new Act won't curtail your TDA income, it can give you some unpleasant surprises if you're counting on saving enormous sums, withdrawing money prematurely, or getting a tax break on distributions. Here's how it works.

Before tax reform, the amount you could put into your TDA each year was based on complex rules. For the most part, your savings limit was determined by your pay, your years of service, and your past TDA contributions.

Under the new tax law, the maximum annual contribution will be determined the same way—but you won't be allowed to contribute more than $9,500. This limit is coordinated with contributions to your 401(k) tax-deferred savings plan, Section 457 deferred pay pension plan, or simplified employee pension.

The new $9,500 annual cap became effective for nonunionized employees on Jan. 1, 1987. For union members, the effective date depends on your contract expiration date but cannot be later than Jan. 1, 1989.

Many people approaching retirement age want to make larger contributions to the plan to boost their retirement income. These "catch-up" contributions to TDAs are still permitted under the new tax law. If you have more than 15 years of service with the same employer, you may qualify. Your annuity company representative or tax professional can advise you on whether you're eligible for this provision and, if so, how much "catch-up" you may add.

In the past, your TDA may have offered you the flexibility to withdraw your savings at any time. You could take money from your TDA account and pay only withdrawal penalties (as specified by the contract) and normal income tax. No more. The Tax Reform Act of 1986 places more limits on TDAs.

If, for example, you withdraw any money before you're 59½ years old, you'll have to pay an additional 10 percent income tax penalty. (This penalty won't be imposed if the money is withdrawn because you become disabled or die, if you retire under an employer's early retirement provision, or if you need the money to pay uninsured medical expenses beyond 7.5 percent of your adjusted gross income.)

In addition, starting as early as 1989, you won't be able to withdraw any *earnings* at all from your TDA before you leave your employer—even if you qualify for a hardship withdrawal. If you can prove severe financial hardship, you'll be able to withdraw some of the principal. The Internal Revenue Service has yet to define "severe financial hardship," but tax consultants expect it will include buying a new home, paying large uninsured medical expenses, or paying your children's college tuition.

This restriction on withdrawing earnings before you leave your employer applies to all contributions, no matter when you made them. For employees with collectively bargained TDA plans, it will take effect on the first contract expiration date after the 1988 plan year. For nonunionized employees, the restriction will take effect on the first day of the 1989 plan year.

The new tax law brought one other significant change: you can no longer take advantage of certain income-averaging techniques in figuring tax on TDA distributions.

What should you do if you need money from your TDA before you reach age 59½? It was a good idea to seek the help of a tax consultant before the Tax Reform Act of 1986. It's a better idea now.

The best time to receive taxable TDA income is when you're in a low tax bracket. If possible—

► Spread your receipt of TDA distributions over a number of years.

► Wait until 1988 or later to receive TDA distributions, since tax rates will be lower then.

► Receive TDA distributions in years when your other taxable income is low—such as the years when you're getting back your own already-taxed contributions to your state retirement pension.

—Marian Clayton

Your NEA

REACHING OUT

NEA Program Helps Fight Child Abuse

Child abuse is more prevalent than ever. In fact, many protective agencies don't have enough specialists to investigate all reported incidents, so they're not even looking into those that involve children older than 10.

NEA offers a comprehensive training program to help school personnel protect all students from abuse and neglect. The package includes two books addressed to teachers—*Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting, and Classroom Management* and *Questions Teachers Ask About Legal Aspects of Reporting Child Abuse and Neglect*—plus student guidelines, parent pamphlets, nine audiocassettes (each with user guides and discussion questions), three filmstrips, and a guide and handouts for conducting six workshops.

For a limited time, your school can order "Child Abuse and Neglect: The NEA Training Program" at the reduced price of $207 from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (stock no. 0812-X-50-D).

Visit China with NEA Leaders

Stroll along the Great Wall, examine the Ming Tombs, visit the Forbidden City, meet with leaders of the Chinese education community. These opportunities and more will be yours if you become part of an NEA delegation to China this summer. Delegates will be led by NEA President Mary Hatwood Futrell and Executive Director Don Cameron.

The group is being formed in conjunction with a July 17-August 1 trip by President Futrell, who was invited to Beijing by the secretary general of the Chinese Educational Association to discuss ways to further cooperation between NEA and the Chinese organization.

Trip cost is $2,995 per person, a portion of which will go toward a scholar merit award program to ensure future Chinese-American teacher exchanges. Participants will be accepted on a first-come, first-served basis. For further information, call China-U.S. Exchanges at 800/824-5213 or 313/884-7570.

Celebrate!

Put aside books and pencils for a moment and celebrate a special occasion: May 5 is this year's National Teacher Day, as designated by the NEA Representative Assembly. All across the country, districts will honor teachers in various ways.

Last year many communities presented teachers with gifts, corsages, or certificates of appreciation. Others paid teachers tribute on radio and TV and in newspapers.

NEA has prepared and sent to all local Associations a National Teacher Day observance kit containing art, sample proclamations, and suggestions for activities. □

MAKING NEWS

When Georgia civil rights leaders tried to conduct a march honoring Martin Luther King, Jr.'s birthday in all-white Forsyth County, they were met by jeering mobs and a hailstorm of rocks—prompting some 20,000 marchers to return to the county on Jan. 24 for one of the largest civil rights marches since the 1960s.

NEA Executive Committee members **John Wilson, Pearl Mack,** and **Roz Schleife,** regional director **Jim Seibert,** and some 150 members of the Georgia Association of Educators were among the marchers...

NEA President **Mary Hatwood Futrell** visited Italy in February, where she spoke to teachers and other trade unionists in Milan, Venice, and Rome. Her trip was cosponsored by the Italian Christian Workers Association and one of the two Italian affiliates of the World Confederation of Organizations of the Teaching Profession (WCOTP)...

A march and rally for justice and peace in Central America and Southern Africa will be held Saturday, April 25, in Washington, D.C. Cosponsors include NEA President **Futrell** and 78 other national labor and religious leaders. For information contact National Mobilization Headquarters, 712 G St., S.E., Washington, DC 20003 (202/547-0061). □

TAKING A STAND

Under a policy set by the NEA Board of Directors in 1975, NEA must publish every roll-call vote of the Board. There were two such votes at the February 6-7 Board meeting; both were unanimous.

#1: Approved an appropriation of up to $145,000 from the NEA Contingency Fund to assist the Overseas Education Association in its representation election campaigns in the Mediterranean and Panama regions; the funds to be disbursed upon approval of the NEA regional director.

132 yes, 0 no, 1 nonrespondent, 2 absent (2 other absentees replaced by alternates).

#2: Authorized an interest-free loan to the Georgia Association of Educators (GAE) for up to one year for the purpose of repossession and resale of the GAE Snapfinger Parkway building. The amount of the loan will depend on the time required for resale but in no event will be more than $450,000.

132 yes, 0 no, 1 nonrespondent, 2 absent (2 other absentees replaced by alternates).

Absentees were Peggy McDanal of Alabama (replaced by alternate Peggy Mobley); Ron Bentz of Overseas; Rudy H. Pershin of Wyoming (replaced by alternate Dwight French); and director-at-large Helen D.S. Moore. □

LOOKING BACK

► NEA's National Foundation for the Improvement of Education (NFIE) recently awarded six more Operation Rescue grants ("All I Needed Was One Good Reason To Stay in School...," Jan./Feb.). Operation Rescue is now funneling $700,000 to a total of 16 local associations for dropout prevention projects. The new recipients:

► The Greencastle-Antrim (Pa.) Education Association for a teacher-designed program for chronically absent students in grades 9-12 to combine personal and career goals

► The Kern High School Faculty Association in Bakersfield, Calif., for a small business program that provides open entry for potential dropouts and those recently returned

► The Pinellas (Fla.) Classroom Teachers Association for a community partnership program of counseling, tutoring, and wilderness experiences for at-risk students

► The Shasta County (Calif.) Certified Employees Association for providing vocational training and business experience to dropout-prone students

► The Memphis (Tenn.) Education Association for a program aimed at high school students who are parents, and their children

► The Tucson (Ariz.) Education Association for a teacher-designed and -directed program that establishes interdisciplinary teams of teachers, principals, counselors, and parents to work with Native American students who are potential dropouts.

► Now nearing the end of its second year, the Pizza Hut program that offers free pizzas to students who meet monthly reading goals set by their teachers ("BOOK IT!," April 1986) has grown to involve some 12 million first through sixth graders nationwide—and has expanded to Canada. Pizza Huts are serving hundreds of thousands of free pizzas a week to well-read students.

One change from last year: the program now runs for five consecutive months, rather than breaking for December. "Teachers tell us that kids want to use vacation time to meet their reading quotas," explains Pizza Hut spokeswoman Michelle Nordyke.

The corporation's promotional brochure for the "BOOK IT" program includes the photo of North Carolina student Kina Jackson that first appeared in *NEA Today.*

Mike Spinelli

► Teams from 14 high schools participated in this year's Millard Fillmore Trivia Contest, sponsored by Association member Bob Hunter in Belmont, Calif. ("People," May 1986). Most of the teams came from California, but one traveled 500 miles from Central Point, Ore., to compete in the 72-hour session. (The Oregon team members covered their expenses with $500 they'd won in a local trivia contest.)

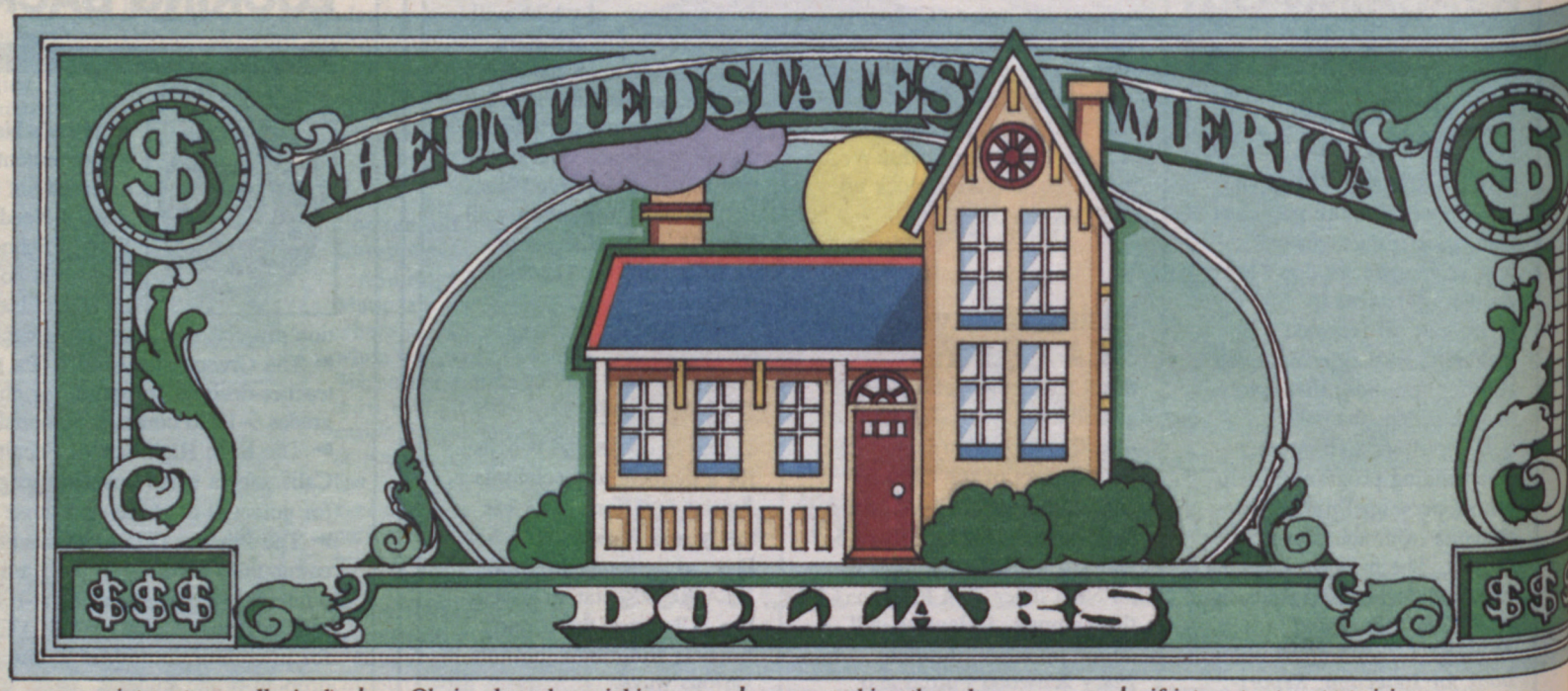
"This year's competition was the closest in the contest's 19-year history," reports Hunter. "Gunn High School from Palo Alto, Calif., was the victor, beating out its crosstown rival, Palo Alto High, by only four points."

Among other challenges, this year's trivia mavens had to name the title song from a Broadway show that the Democrats appropriated as their Presidential campaign song, and name the owner of the restaurant in which Wimpy eats most of his hamburgers. □

Answers: "Hello, Dolly" (Lyndon Johnson's campaign); Rough-House.

PERSONALLY SPEAKING

Cashing In Your Home Equity



You've probably seen the ads. Whether they're pitching "second mortgages," "home equity loans," or "asset lines," they all offer to turn the equity in your home into ready cash.

Why the sudden interest in a form of borrowing that's been around almost as long as there have been homes? For one thing, we Americans are deeply in debt. *Business Week* reports that consumers are now forking over 18 percent of their disposable income to lenders. The new federal tax laws, while phasing out the deduction for interest on most forms of borrowing, will allow taxpayers to deduct 100 percent of the interest paid on home equity loans, up to certain limits (*see worksheet below*).

Finally, banks and thrift institutions are pushing home equity loans as a replacement for the auto loan business they're losing under the new tax laws.

Is the rush to cash in your home's equity smart or not? That depends on your motives. Used wisely, a home equity loan can be a powerful financial tool. Since it's less risky for the lender, the interest rates are far below those offered by credit cards and other sources of unsecured loans.

If you use a home equity loan to pay off your higher-interest loans, you can keep your interest deduction and save money on interest as well. And if you obtain a credit line rather than a loan, you'll pay interest not on the full amount that's been approved, but only on the amounts you borrow, when you need them. Such credit lines are a good source of emergency funds at a reasonable rate.

Unfortunately, too many people are abusing these loans. One bank estimates 45 percent of its customers are using home equity loans to go deeper into debt. These people are—at best—turning their major asset into vacations and VCRs. At worst, if a downturn in the economy or personal bad luck puts them behind in their loan payments, they could lose their homes.

Obviously, when picking a home equity loan, you want to pay the fewest—and smallest—loan fees possible. Some banks can charge up to $2,000 in fees for a $50,000 loan. Keep in mind, though, that the importance of fees diminishes as the loan gets bigger. The larger the loan, the more relatively important the interest rate becomes.

If you're going to need to borrow money over an extended period of time—to pay for college tuition and expenses, for example—a credit line on which you can write checks is probably more convenient. Some credit lines limit the maximum amount you can withdraw at any one time, however, making them less convenient for projects like home remodeling, where you may need to make a few large payments.

Your biggest decision when selecting the loan will be between fixed and variable interest rates. If you take a variable-rate loan, you're also taking on the risk that your payments may go up in the future. For this reason, the lender will charge several points less than if you select a fixed-rate loan.

Right now, very few lenders are offering caps on their variable-rate loans, so there is no upper limit on what could happen to your monthly payments if interest rates start rising. Unless you can get a cap, don't borrow more at variable rates than you can pay back in one lump should interest rates start to rise drastically.

Debt counselors urge consumers to avoid "interest-only" home equity loans. The reason these loans have such low monthly payments is that you're paying only interest for the first 15 or 20 years. The entire principal is due in one lump sum at the end—but few people know what their financial situation might be that far in the future.

Likewise, avoid loans with prepayment penalties for paying off your debts early. □

Home Equity: Putting It to Work

How much can you borrow?

Market value of your home:	$	_____
MULTIPLY BY 0.8 (the typical lender will not lend more than 80 percent of a home's market value):	×	0.8
SUBTRACT mortgage you still owe:	−	_____
SUBTRACT any other outstanding home equity loans:	−	_____
EQUALS maximum amount you can borrow:		_____

How much can you borrow that qualifies for an interest deduction on your taxes?

Original cost of your home:		_____
ADD any origination fees (points) or closing costs:	+	_____
ADD any fixed, permanent home improvements:	+	_____
EQUALS "taxable basis" cost of your home (maximum amount you can borrow and still deduct the interest):		_____

To Pay Off—Or Not To Pay Off?

Common wisdom counsels us to pay off as much of our consumer debt as we can, now that the new tax law has taken effect. But things aren't always as simple as they seem. It pays to check carefully before encumbering your house with a second mortgage in order to pay off consumer debt.

First, remember that the tax deduction for interest on consumer debt isn't completely gone yet. It will be phased out over a four-year period. In 1987, you can still write off 65 percent of the interest you pay. A $10,000 auto loan at today's low rates may well cost you far less after taxes than a $10,000 home equity line of credit at higher rates.

If you used to rely heavily on tax-sheltering tactics that are now gone, you may even find your interest deduction has gone *up* in value this year.

So which loans should you pay? Credit cards, personal loans, and anything else on which the interest is calculated as a percentage of the outstanding balance are good targets.

But don't jump at home equity loans with high fees. And don't liquidate profitable stock or real estate investments to pay off your debts until you've calculated how much you'll pay in taxes on the sale. It may make sense to pay a few more dollars in interest in order to keep your investment intact.

Before deciding to pay off your auto loan or other installment loan that runs for a fixed amount of time, read the fine print. Some of these loans charge prepayment penalties. Others follow the "Rule of 78"—an interest computation method that results in the last payments' being almost purely principal, not interest. Check your payment book—you may save only pennies by paying such a loan off early.

Scrutinize your old student loans. Since the deduction for interest on these loans is being phased out, anyone who can obtain a home equity loan should seriously consider using it to pay off existing student loans. Home equity loans taken out to pay educational or medical expenses remain fully tax-deductible, even if they exceed the "taxable basis" cost of your home (*see worksheet*). □

BOOK BEAT

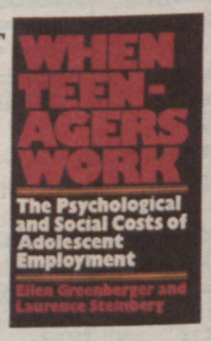
Working Teens and the 'Unwork' Ethic

Americans generally believe that any work experience is good for teenagers—that young people who work will learn about the "real world," become more responsible, and stay out of trouble.

This widespread notion faces serious critical scrutiny in *When Teenagers Work*. Authors Ellen Greenberger—University of California professor of social ecology—and Laurence Steinberg—University of Wisconsin professor of child and family studies—cite their own and others' research to prove that the popular assumptions do not, in fact, reflect reality.

Instead of working in apprenticeships or on the farm as they once might have, the majority of working teenagers are now employed in the retail or service sector, especially as food service workers and store clerks. The jobs most teens perform require little training and provide few skills for adult employment.

WHEN TEENAGERS WORK: THE PSYCHOLOGICAL AND SOCIAL COSTS OF ADOLESCENT EMPLOYMENT


WHEN TEEN-AGERS WORK
The Psychological and Social Costs of Adolescent Employment
Ellen Greenberger and Laurence Steinberg

by Ellen Greenberger and Laurence Steinberg

(Basic Books. 275 pp. $17.95.)

And since the typical teen workplaces are staffed primarily by adolescents, little meaningful interaction with adults occurs. Consequently, working teens have no real opportunity to learn adult values. The authors convincingly argue that teenagers spend all but a small percentage of their earnings in gratifying their consumer appetites—hardly practice for the "real world" of housing and food bills.

Greenberger and Steinberg also point out that adolescent workers' increased income combines with the stress of working to make them more, not less, inclined to substance abuse than other students. About a fourth regularly commit work-related transgressions (from falsely calling in sick to stealing supplies). School-related transgressions (falsely claiming that homework is done) increase, too.

For us as educators, this book has interesting ramifications. It suggests that working may weaken teenagers' commitment to education—and force teachers to lower their expectations for student performance. As more teenagers go to work and have less time for homework, they and their parents press for less (and less demanding) homework. The combination, the authors say, promotes mediocrity in the schools.

Gaining psychological maturity requires time to try on different roles (as in extracurricular activities) and time to just daydream, the authors point out. Working robs teenagers of this time.

Greenberger and Steinberg rightly call high school students' working "an American phenomenon." This is the only country in the world that expects teenagers to both work and attend school. According to one study cited in *When Teens Work*, "in 1980 the average [U.S.] high school student spent less than one hour per week studying or doing homework." So perhaps it's not so surprising that, as another study found, in 1978-79 more than two thirds of American 16- and 17-year-olds worked, while in Sweden only about 20 percent did—and in Japan less than 2 percent.

Having been a Fulbright exchange teacher recently in West Germany, I can report that teenagers going to school *and* working long hours are rare there.

Educators—particularly counselors—are likely to find this book thought-provoking. It should also be mandatory reading for all parents of teenagers, because of its challenge to conventional wisdom about adolescent work.

A chapter that examines research evidence—and also the index, references, and appendix on previous studies—will make *When Teenagers Work* useful for researchers. Overall, the book is a winner for thoughtful readers.

Joe Di Dio

Reviewed by Nancy J. Brown, German teacher, Lake Braddock Secondary School, Burke, Va. Brown is vice-president of the Fairfax Education Association.

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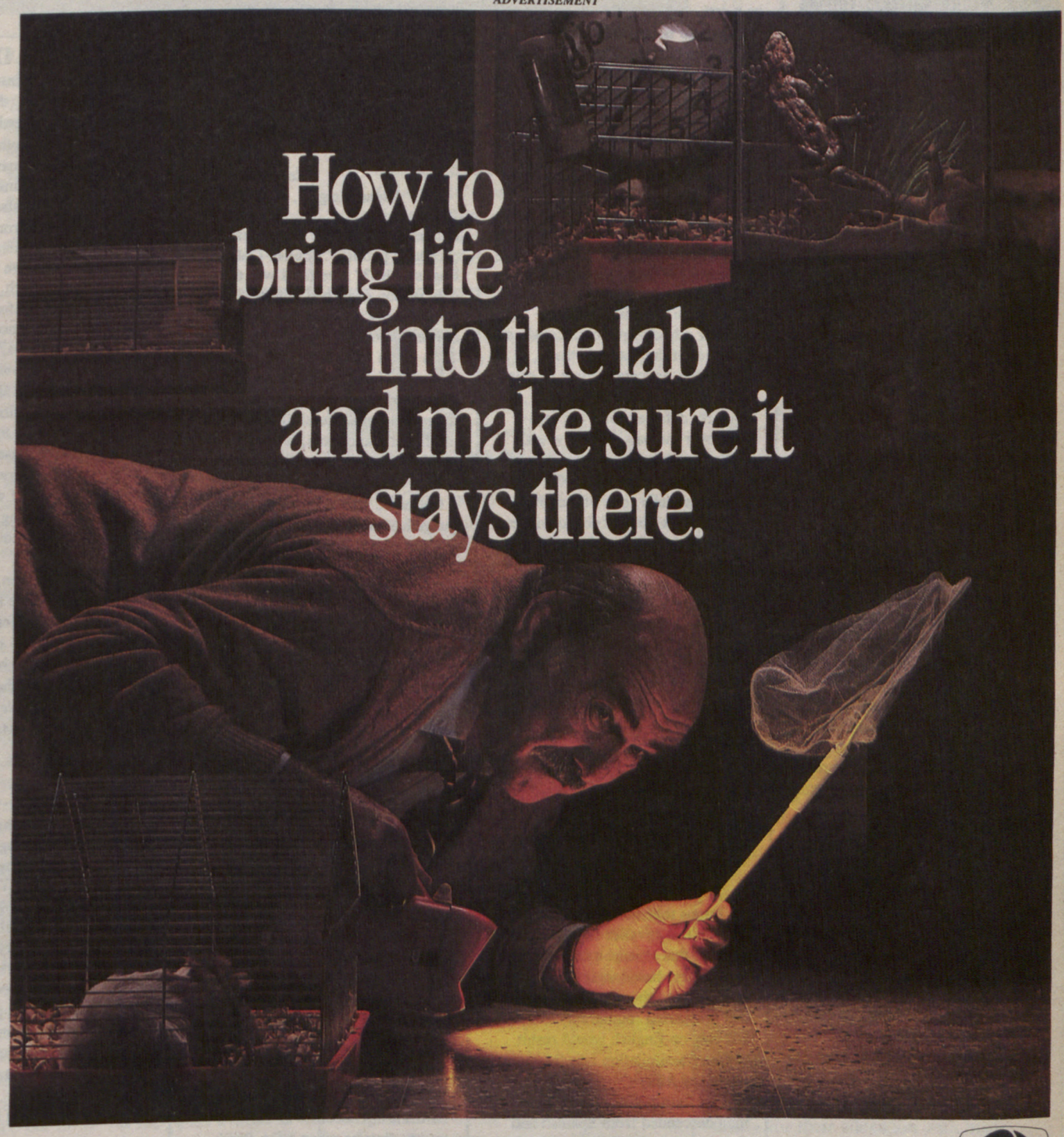

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Letters

Star Billing

I'm interested in buying the "Elementary Algebra Series" that won the 1986-87 NEA award as most schoolworthy ("Algebra Software That Measures Up," March), but I haven't found it in my local computer store. Where can I order it?

Effie Argyres
San Francisco, California

Ed. note: Write the publisher, Courses by Computers, Inc., P.O. Box 830, State College, PA 16804, or call 800/CBC-9334 (inside Pennsylvania, 814/234-2210). The complete series with backup diskettes is $619.

Too Much High Tech?

I read with interest your article "High Tech High" (March). But I have some concerns. This country is spending a tremendous amount of money and effort on equipment to make us "competitive" in this new high tech age. All forms of technology are being introduced to the school scene to help our students compete better in the new technological age.

There seems to be less and less concern with what our students know about their history, culture, literature, and values. Our only concern is with the material world. Our material culture has outstripped our nonmaterial culture so badly we may never learn to deal with the problems and opportunities the new high tech world has brought us.

The high tech road is attractive because it's easy—it only takes money.

It's been said that a society which ignores philosophy for its plumbers will have neither ideas nor plumbing that works.

John Nellis
Fairfield, Ohio

'Inappropriate'?

I was shocked and dismayed by the irresponsible, chauvinistic comparisons of American and British secondary education systems ("Sounding Board," March). As products of their respective cultures, American and British schools cannot be directly compared, as any beginning anthropology student knows.

An almost giggly disclaimer at the end that this represents an opinion of someone who "admitted to preferring American to British secondary schooling" is hardly a justification for a full page extolling the American high school and excoriating the British.

In the name of being comprehensive, U.S. secondary schools fall short of providing a serious secondary education for all students, and it's high time the NEA quit being so purely defensive about it and featured an expanded forum for teachers on this subject. The serious shortcomings in our own schools deserve our attention, not misguided personality profiles that come off as nationalism at its worst.

I have no issue with the author—he is entitled to his views—or with any journalistic license involved. I think the feature was grossly inappropriate in a journal of the teaching profession.

John Avelis, Jr.
Mahomet, Illinois

We Stand Corrected

Your March "Stateside" report on school closures in Oregon requires some correction.

You state that one of the reasons our schools are continuously at the whim of the voters is that Oregon has no state income or sales tax. While Oregonians have regularly defeated sales tax measures over the past several years, we *do* pay state income tax. My bill this past year came to $3,000!

Unfortunately, one of the primary reasons Oregon schools face closure is the failure of our legislative bodies to come up with a creative solution to school funding. Until this solution arrives, look for more closures in Oregon.

Margaret A. Vanderford
Albany, Oregon

English Only?

I take exception to the blithe assertion ("Human Rights," March) that Californians voted to officialize English "because of racial prejudice or because they feel threatened. . . ."

Has your writer interviewed the 73 percent of the voters whom she lumps together as all of one mind in this cavalier fashion? Is it possible that at least a few of these voters based their decision on a sincere and thoughtful belief that pressuring immigrants to use and rely on English would result in *faster* assimilation into the mainstream of American life?

As a fourth-generation Californian descended from Spanish and Portuguese immigrants, and now as a teacher in a small district where there are 34 native languages spoken by our students, I believe every effort must be made to help newcomers of all ages become fluent in English, and to discourage separatist situations.

Andrea Martin Bonette
Hopewell, New Jersey

The vilification of people who expound the doctrine of English as the official language of the U.S. is a pathetic attempt to foster and maintain social divisiveness.

The "English only" movement is an attempt to pull together all elements of our heterogeneous population under the umbrella of a single language.

NEA Today had the gall to label Californians who voted to endorse the movement as being racially prejudiced or as feeling threatened by the growing number of non-English-speaking citizens and immigrants.

Get off it. Many members of the NEA have nothing against non-English being spoken in the U.S. *Au contraire*, people who are fluent in second or third languages are deserving of praise. But let us maintain and reinforce the use of English in official business as a counterbalance against a possible future linguistic "asphyxiation" that will overtax public institutions and taxpayers.

Robert Haines
Island Heights, New Jersey

I am elated that *NEA Today* has chosen to publish "English-Only or English-Plus?" I've felt I was the only person disturbed with this English-only effort by too many of our legislators.

As far as I can determine, my mother's Norman French ancestors conquered the British in 1066 and then tried—unsuccessfully—to force my father's ancestors, who were speaking Anglo-Saxon, to speak French. The resulting mixture of a Germanic with a Romance language has made English so flexible, so rich in synonyms that the experts say there's no better medium in the world for expressing human thought and emotion.

My 17th century ancestors didn't do very well forcing their English on the native Americans, either. Our American English today is made up of almost every language known to mankind. Why? Because we Americans, to date, have not said to anyone of foreign birth, "You can't speak any language but English." Why not allow those of foreign ancestry to speak English when they choose to?

American English already *is* the official language of the United States and will, if the trend continues, be the universal langage of the world. Why do we need any "English first" laws?

Edgar C. Alward
Northampton, Massachusetts

'Unsavory Diatribe'

Partisanship becomes an unsavory diatribe when NEA President Mary Hatwood Futrell asserts unequivocally that President Reagan "seeks to gut public education" ("President's Viewpoint," March). Such an extreme and ugly accusation causes me to worry more about Futrell than Reagan.

One need not agree with the fiscal 1988 budget request to acknowledge that it reflects a legitimate political philosophy concerning how public education should be funded—i.e., that taxes for education should be levied and retained at the state and local levels rather than funneled through the federal bureaucracy.

Reasoned arguments, of course, can be marshalled in opposition to this philosophy, but evidently Futrell prefers defamation to reason. As an educator, I resent the NEA leadership's choice of the political low road in its fight for increased federal funding levels. Do we not have the intellect and the ethics to make arguments of which we can be proud?

J.S. Hollingshead
Silver Spring, Maryland

Too Much To Do?

As in past issues, I found myself reading the Jan./Feb. debate page while nodding my head in agreement with parts of both sides.

I, too, have seen many children pushed to the limit to compete and achieve. I have also seen children who court trouble with too much free time on their hands. My concern is that we teachers and parents give too much, too early, and too fast. We confuse structured activity with experience.

We all, even adults, need time and space—time to watch the clouds, read a book, sit and rock, "think." Can't we allow children to "sit" without having to explain why, or to visit a museum without having to write a story about it? On the other hand, if we don't promote trying something new, how will children ever know if they like it or not?

The challenge, then, is to develop and organize the valuable time we have into constructive, positive experiences, structured *and* unstructured, for the betterment of children and childhood.

Shirley K. Wampler
Muncie, Indiana

Right On!

I applaud the NEA Board of Directors for adopting a policy opposing random drug testing for school employees ("You and the Law," December 1986). Besides being unconstitutional, degrading, and unfair, mandatory drug testing can wreck careers and ruin lives through inaccurate results.

Mandatory testing programs are an illegal invasion of privacy. The NEA Board should be highly commended for its stand.

Sandy Evans
New Smyrna Beach, Florida

'Thank You'

Just a note to thank you for the article about Marian Wright Edelman ("A Children's Crusader," November 1986), who is nominated for a national Jefferson Award in the category of Greatest Public Service Benefitting the Disadvantaged. Edelman's work as director of the Children's Defense Fund is inspirational, and I for one am grateful for her efforts to make the future a better place.

Michele M. Rossi
American Institute for Public Service
Washington, D.C.

'High-Touch' Approach

The Broward County (Fla.) teachers organization recently issued a warning to its members to avoid touching children. The fears of potential lawsuits when the good intentions of the teacher are misinterpreted are sadly beoming a reality.

How may a teacher genuinely express compassion and understanding when a child is suffering from a physical or emotional ache? Can a teacher no longer gently pat a child on the back and say, "I'm so proud of you—you really did a good job today"? Is it no longer a good management skill for a teacher to walk over to a misbehaving child and put a hand on his shoulder as a silent signal to ask for his attention?

Our world is one of computers and high technology, but the human element should still be in control. It is the role of teachers, now more than ever, to personally interact with students. Can we not accomplish our goal of successful interaction with children in this high-tech society by using a professional "high-touch" approach?

Roben W. Smith
Holly Hill, Florida

'Perdue Done It!'

Much has been written of late regarding the decline in education. It's time advertisers took their share of the blame.

Our school staff wrote to Perdue Farms protesting their "Perdue Done It!" slogan, which leads to a direct undermining of the good grammar our schools try to instill. We received a prompt reply saying, in effect, that the ends justified the means.

When the choice is between education and the almighty dollar, it seems the dollar always wins.

Edith Ives
Brattleboro, Vermont

Anecdotes Wanted

If you remember humorous incidents that have occurred in your school, classroom, office, or library—the kind that still make you smile years later—please help us share them with readers of all ages.

Your anecdotes may be just the ones we're looking for to include in an anthology on humor in education. Submissions should be typed or printed and should include your name, address, school, and grade level. We need to receive them before April 30. Thank you!

Earlene Evans and
Muriel Branch
P.O. Box 15121
Richmond, VA 23227

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Should state lottery money be used to fund education?

YES

Jay Van Meter is in his third year as president of California's Fresno Teachers Association. He's served on the State Council of the California Teachers Association for six years. Van Meter was a spokesperson for Californians for Better Education, a coalition working for the state lottery initiative that was approved by voters in 1984.

This whole debate really begins with one's moral beliefs.

Opposition to gambling, whether legal or illegal, is a matter of personal conviction. To some, gambling is a foolish and misguided waste of money; to others it's a sin. These personal beliefs must be accepted and respected. Likewise, the same acceptance and respect should be accorded to those who feel differently.

If we are to view lottery profits for education as inappropriate because they are associated with gambling and might give students the wrong message, I would suggest that other income sources for other purposes be questioned as well.

Among my colleagues in the teaching profession are those who hold strong personal convictions about the use of tobacco and liquor or oppose spending money for military and civilian weapons, for nuclear power plants, and for other purposes that produce income for a variety of public services, including education. Should we be consistent in our objections, or is it okay to question the use of lottery money while accepting the rest?

A majority of voters in 22 states have approved lotteries. Should we ignore their wishes?

Let's also consider that some of those who oppose state lotteries are the same people who make money off gambling. During the 1984 campaign leading up to the vote on establishing the California lottery, organized religion and the state attorney general headed the opposition. But the big money on that side came from the horse racing industry, which feared lost revenue at the betting windows.

Now to the issue of education funding. It appears that education has four options available: (1) Use all allocated funds. (2) Refuse lottery proceeds specifically allocated to education. (3) If lottery proceeds go to the state's general fund for disbursal to all programs, refuse that portion of general funds that goes to education. (4) Let the state distribute funds, including lottery profits, from its general fund, and pretend we're not using lottery money.

The second and third options are foolish at a time when education funding is already seriously lacking. The fourth option is hypocritical—and the worst of messages we could give our students.

When we began teaching, few of us suspected we'd have to spend so much time and effort to gain and maintain adequate funding for our profession. Supporting friendly candidates, lobbying those in office, and constantly telling the public of our financial needs could quickly become irrelevant if we start questioning what money we do receive.

Practically every education commission and think-tank report in recent years has agreed on the need for additional funds. Can we now send the message that even though a majority approve the methods for raising funds, we shouldn't accept the money?

The second President of the United States, John Adams, said, "The whole people must take upon themselves the education of the whole people and must be willing to bear the expense of it."

Until necessary funding for education is willingly provided, we have little choice but to use *all* the funds available to provide the best education services they will buy.

Steve Crompton

NO

Carol Dolgosh teaches Spanish at Lakewood (Ohio) High School. A 20-year teaching veteran, Dolgosh serves on the NEA Board of Directors, the Ohio Education Association Executive Committee, and the OEA-EPAC State Committee. She chairs both an NEA Congressional Contact Team and the NEA Hilda Maehling Fellowship Committee.

Here in Ohio we see, read, or hear about the lottery every single day. Commercials entice Ohioans to "play the numbers" and win big via the "pick four" or "super lotto" numbers.

The Ohio lottery: a legal, instant way to become a millionaire overnight. Most Ohioans who play—but don't win—the lottery don't feel too bad, because the money is going to a good cause—education.

The feeling is that although some lucky individuals are winning a million dollars or more, with so much money being pumped into all the weekly and daily drawings, there should be more than enough money left over to fund education.

In fact, only about six cents of every dollar spent on primary and secondary education (state and local funding) comes from the state lottery, according to 1985 figures from Ohio's department of taxation. The mistaken belief that the lottery will take care of funding education can cause nightmares for school districts.

The lottery has, for example, made it much more difficult to pass levies. We're jeopardizing a more valuable and more reliable source of income for an uncertain will-o'-the-wisp. Taxpayers point to the lottery and say, "Where's the lottery money? Use *that* to support the public schools!"

The truth is, according to the Ohio State Department of Education, all the lottery proceeds that went to education last year would keep the schools open only nine days!

Here in Ohio, when lottery profits have been allocated to local districts, the money has been earmarked for specific items such as computers, textbooks, or asbestos removal. It can't be used for salary or fringe benefits. Even when the lottery gives us extra money for materials, it may disappear the next year. If the state experiences a downturn in the economy, fewer people play the lottery, profits go down, and schools get less. In a nutshell, lottery money is an unreliable source of funds that's far smaller than most people believe. In a good year, it becomes a nice surprise; in an off year, a disaster.

Statistically, those who play the lottery most often are those who can least afford it. This means the poor are paying a disproportionate amount to fund education, while those who can afford to pay get off the hook.

One can also speculate about whether money that might otherwise be channeled toward adequate housing, food, and clothing for Ohio's children isn't now being spent on lottery tickets. I suspect some of our students are paying dearly for their education with inadequate shelter, meals, and clothing.

But the basic point is that the lottery is not an adequate source of school financing. Legislators who say it is are sidestepping their responsibility to ensure that schools are properly funded.

The lottery is just a bad idea. Besides raising funding expectations for education funding that can never be met, the lottery creates a tug-of-war among education employees, taxpayers, school boards, and legislators.

As far as funding education is concerned, the Ohio lottery—or any state lottery—isn't a sure bet. It's a crapshoot. □

The Line on Lotteries

Twenty-two states and the District of Columbia now have lotteries. Florida, Idaho, Kansas, Montana, and South Dakota are scheduled to begin lottery operations this year. In 1982, lottery sales totaled $4 billion; in 1986, $12.3 billion.

Ten states funnel lottery profits into their general funds, where they're disbursed for various public services, including education. Seven states, including California and Ohio—the home states of this month's debaters—dedicate *all* lottery profits to education. Sales of lottery tickets in the Golden State totalled $1.6 billion in 1986; Ohio sold $1 billion worth of lottery tickets last year.

Have you certified yet?

All eligible NEA members* are entitled to no-cost insurance protection as a *benefit of membership.* It's called NEA DUES-TAB; and to receive it *all you have to do is certify* by completing the DUES-TAB certification enrollment form. If you're one of the over one million members who have already certified, your coverage is now in force protecting you and your family. If you haven't certified yet, now's the time to activate your pre-approved, no-cost insurance benefit.

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